

1971

# The Field Experience: An Internship at Lake Land College

John Neil Admire  
*Eastern Illinois University*

---

## Recommended Citation

Admire, John Neil, "The Field Experience: An Internship at Lake Land College" (1971). *Masters Theses*. 3977.  
<https://thekeep.eiu.edu/theses/3977>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

PAPER CERTIFICATE #2

TO: Graduate Degree Candidates who have written formal theses.

**SUBJECT: Permission to reproduce theses.**

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements.

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

1-26-72

Date \_\_\_\_\_

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because \_\_\_\_\_

Date \_\_\_\_\_

Author



THE FIELD EXPERIENCE

AN INTERNSHIP AT LAKE LAND COLLEGE

(TITLE)

BY

John Neil Admire

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1971

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

January 26, 1972  
DATE

January 26, 1971  
DATE

## TABLE OF CONTENTS

Section	Page
I. INTRODUCTION TO THE INTERNSHIP . . . . .	1
The Intern—A Perspective . . . . .	2
The Internship at Eastern Illinois University . . . . .	10
Intern Expectations . . . . .	12
II. CHRONOLOGICAL LOG—LAKE LAND COLLEGE . . . . .	15
III. SELECTIVE ACTIVITY ANALYSES . . . . .	57
The Community College—A Unique Challenge . . . . .	58
The Community College—Programs and Students . . . . .	72
Data Processing—An Overview . . . . .	82
A Climate Conducive to Innovation . . . . .	95
IV. SUMMARY AND EVALUATION OF THE INTERNSHIP EXPERIENCE . . . . .	105
APPENDIX . . . . .	112
BIBLIOGRAPHY . . . . .	220

## **SECTION I**

### **INTRODUCTION TO THE INTERNSHIP**

## THE INTERN—A PERSPECTIVE

The internship.—a provocative challenge to the searching mind, the creative thinker, the intellectual innovator, and tomorrows bold leader. The avenue to success, although interspersed with the myriad of potentialities, is open to those who dare enter the world of the educational administrative intern.

The ancient story of the wise old sage who informs the searching young man that to gain wisdom, he must study, work hard, and have good judgement, is an interesting parallel to the intern. The final bit of advice pervayed by the sage relates to the young man that what he desires is gained only through experience seems to provide the criteria for the justification of the intern. Experience is that valuable asset which determines the true effectiveness of the administrator.

The effective intern program provides the combining of wisdom and experience, the gaining of theoretical and practical experience, the link between the university and the school, and the opportunity for effective discovery and testing of innovative practices. It is recognized, without bias, that the worlds of theory and application are often far apart. The teachings of the university professor of what should be compared with what actually is practicable at the application level of educational administration is often a unique experience for all concerned. The intern program offers a service to the university and the school district in the placement of an individual seeking the neutral ground of both worlds. The theories espoused by the professor can be explored by the intern in his school setting, both lending credence to the potentials of the challenge and the realities of

application. Only the engendering of a close interrelationship between the university and the public school will, in the long run, provide for effective leadership training.

The educational administrative intern program, usually accepted as a methodology adopted from the medical profession, is in all respects a recent addition to the concept of training educational leaders. Daniel R. Davies<sup>1</sup> reports that prior to 1947 only two universities could claim any involvement with semblances of an intern program, those being the University of Chicago and the University of Omaha. Two major events in the field of educational administration gave impetus to the idea of the internship approach. The first was the organization of the National Conference of Professors of Educational Administration, who in 1947 discussed with a great deal of interest the intern program. The second event was the appearance of the Cooperative Program in Educational Administration (CPEA) in 1950, funded by a multi-million grant from the W. K. Kellogg Foundation. Both groups began actively preparing intern programs for a larger number of universities around the country. The early 1950's were the years when interest on a national scale gave validity and a future to the intern program.

The sophistication of the internship in the last two decades has been attested to by the increasing number of programs being offered. Although methods change, the basic objectives of the early programs are still valid and present in most experiences. The addition of research in the field has added support and direction to both the intern and the sponsoring institutions.

The role of the intern is a complex and interlaced series of experiences, and should be so designed that the objectives of effective leadership are

challenging and purposeful. Davies<sup>1</sup> expresses the following objectives that represent a composite list in general form.

1. To enable the intern to develop a more comprehensive view of educational administration.
2. To provide the intern with the experience of carrying real administrative responsibility.
3. To enable the intern to benefit from lessons learned by the sponsoring administrator during long professional experience.
4. To provide a testing ground for the beginning educator whereby the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined.
5. To instill in the intern a correct interpretation of the code of professional ethics.

The stating of objectives only precipitates the actual fulfillment of the goals, and thus the following guidelines, as presented by Lonsdale and McCarty in a chapter in the book edited by Stephen Hencley<sup>2</sup>, serve to provide substantive material for the intern.

1. Educational improvement should be the central focus of all experiences of the intern.
2. The intern should be encouraged to analyze each decision or course of action to see how it relates to a theoretical view of the process of change.
3. Since human relations are so important in administration, the intern should have a variety of relationships with many people in order to gain greater depth in interpersonal understandings.



4. The intern should undertake some activities for which he has major responsibility.
5. There should be a balance of activities between ones providing a general understanding of total school operation and others giving meaning to a specific job as it relates to the system.
6. The intern should assess his own abilities with the purpose of determining how he can best utilize these abilities within the internship experience.
7. The intern should endeavor to learn as much as possible about the nature of the institutional structure in which he is working.

The preceding objectives and guidelines serve to display what an intern should experience in his training. However, it appears to merely be afforded with the opportunities is not sufficient to develop an indepth view of administrative leadership. The cognitive structure of the interns experience, his perception of the role he is playing, and the sensual feeling he interprets from the interrelationships with programs and people would seem to give test to the validity of the internship.

Conrad Briner<sup>2</sup> would refer to this type of structure as the nature of involvement. He lists four areas relevant to the interns training.

1. The depth of perception.
2. The breadth of involvement.
3. The intensity of involvement.
4. The development of personal competencies.

The depth of perception relates to the level of understanding the intern seeks to or actually functions in his position. The intern may see

the obvious, or the hustle and bustle of meetings and paper work and perceive this to be the business of the school administrator. He may be problem-oriented, or see the various steps used in problem solving and assume similar problems will effect the same solutions. The intern may operate at the level of emergent factors, or be able to identify the general thinking and motives of different groups, and seeks to apply administrative theory to organize his cognitions in the proper perspective. Finally, the intern may perceive at the level of antecedent movements, or actually receive the total school picture in terms of past and present educational patterns. He is able to adjust his thinking toward the kinds of solutions that are forward-looking and his involvement in the process is cognitive of the interrelationships at various levels of the system. Naturally, the intern must be totally involved in all aspects of the school problem to gain the perceptive powers of such critical thinking. The intensity of his involvement will determine to a large extent the effectiveness of his training, and the development of personal competencies in the field of educational administration.

The maximum effort in the internship is with the intern, but the responsibilities of the university and the sponsoring administrator cannot be minimized. Each has a very important contribution to make to insure the intern moves forward in his training. Davies<sup>1</sup> lists objectives the institutions must meet. The sponsoring administrator should:

1. Provide opportunity for administrators and field agencies to fulfill their obligation of sharing in the preparation of prospective administrators.
2. Provide the sponsoring administrator with professional counsel from the staff of the cooperating university.



3. Provide additional services for the sponsoring field agency.
4. Stimulate the professional growth of the sponsoring administrator.
5. Provide a means for evaluating administrative ability in prospective administrators.

The nature of the intern's involvement is only as prudent as the cooperating school administrator actively engages the intern in the affairs of his school.

The cooperating university should meet the following objectives in order to:

1. Test the training program of the professional school against reality in the field and thereby, to improve that program's effectiveness for preparing prospective administrators.
2. Stimulate the interaction of the university and the surrounding school districts and other educational agencies.
3. Encourage the in-service development of professors of educational administration.

The involvement of the university with the schools obviously is a healthy situation, and brings understanding to each group. The internship program can provide that vital link between theory and reality.

Most authorities in the field agree that the area of research of internship programs has not been investigated indepth. The major research reports do seem to give positive reports about the intern program, both from the viewpoint of the intern and the institutions. Many findings point out the relative small number of prospective administrators who do pass through an intern program. Briner<sup>2</sup> feels that the internship program has not been subjected to rigorous analysis and thus a systematic and exact definition of the program

does not exist. What he is essentially saying is not a criticism of the program itself, but of the varied approaches attempted by various universities to conduct intern programs.

Richard Prince<sup>3</sup> reports in research study that certain factors were deemed essential if the intern was to profit from the experience.

1. The intern must relate with the instructional process and not become engrossed with the routine duties of an administrator.
2. The intern reported he felt a program involved with instruction made him a stronger administrator.
3. The closeness of the intern with the experienced administrator was important.
4. The intern must become a working member of the staff.

The element of change within the school precipitates the greatest opportunity for beneficial training of the intern.

Joseph Ferreira<sup>4</sup> identified an interesting point in research. He felt the major criterion of the intern was in his role playing while in the position. However, attitudinal changes within the intern were not brought about by the influence of the cooperating administrator and that interns are not directly affected by exposure to a role model. Attitudinal changes are brought about by the pressures of the role expectations for the intern, by other individuals of significant importance to him, and by the quality and quantity of interaction with others he considers to be significant importance. Interns need to be aware of these findings and not rely upon one individual as the model administrator.

In summary many authorities in the field of educational administration agree, with John Ramseyer<sup>2</sup> statement from the authors of the 1960 AASA Yearbook,

Professional Administrators for Americas Schools, that "the internship is so important that it is the sine qua non of a modern program of preparation of educational administrators." Davies <sup>1</sup> feels the internship program is a must for all prospective administrators and the program could serve the needed criteria for screening candidates into the field. Interns serving at all levels of educational administration, from elementary school principals to university professors, and from state to federal level administrative posts, would certainly provide a future group of educational leaders that may bring real professionalism to the field.

## THE INTERNSHIP AT EASTERN ILLINOIS UNIVERSITY

The intern program at Eastern Illinois University offers to prospective administrators the opportunity of graduate work in educational administration at the Masters and Specialists in Education Degree levels. The program is under the direction of Dr. Robert V. Shuff, Head of the Department of Educational Administration. Funding is processed through the Center for Educational Studies at Eastern.

The internship is a ten-month program designed to place interns in a school setting while pursuing a prescribed program of course work at Eastern leading to state certification for administrative positions in the schools of Illinois. The fulfillment of a required forty-eight quarter hours constitutes the one-year program. Course work is approached from an interdisciplinary study requiring courses in related fields, such as sociology and psychology, as well as courses in educational administration and research.

The intern spends four days per week in the field, working with experienced administrators and one day on campus in seminar. The seminar day serves several purposes, such as an opportunity to discuss the interns experiences while in the field and to explore innovative and current problems in education. The seminar day enables the intern to interact with various members of the educational administration department. The expertise of professors Dr. Gerhard Matzner, Dr. Walter Garland, and Dr. Donald Smitley will be utilized to afford the intern with a wide spectrum of ideas and experiences. The seminar day in conjunction with the field experience offers four-quarter hours credit per quarter to partially fulfill the requirements for the years work.

The intern receives a taxable stipend from the Center for Educational Studies, which is indirectly paid by the cooperating school district. Tuition is included as part of the benefits received by the intern.

The intern's field experience is vital as he enters the practical world of the practitioner and assumes the responsibilities of a particular position in the school district. Selection of the intern is dependent upon acceptance in the university graduate program and the desirability of his potential to fill an administrative position acceptable to the cooperative school district. Once these initial requirements are met the intern is ready to assume his new role.



## INTERM EXPECTATIONS

The acceptance into the intern program and the subsequent placement at Lake Land College in Mattoon, Illinois presented an exciting challenge to this intern. The position at Lake Land College will constitute working at the central administrative level with the President and Vice President of the institution. Mr. Robert Webb, Vice President, will be on partial leave during the 1970-71 school year and my responsibilities will fall in line with some of the demands upon his office. The natural involvement with Mr. Virgil Judge, President of Lake Land, will be anticipated by the intern with much interest.

Preliminary discussion with Mr. Judge and Mr. Webb indicated my involvement would be very general in scope, with specific responsibilities for all state and federal reporting for the college, writing and reviewing federal aid programs, and assistance for the construction of Phase I of the new campus project. The intern anticipates working with all of the various Deans and departments of the college to gain an overall view of the junior college.

A deeper insight and involvement is desired by this intern into the decision making processes of long established administrators. The political considerations, the intangible forces that constantly play upon decisions are of interest to the intern. A supreme effort will be made to perceive the college as a whole, while assessing the interrelationships of the various departments, and their total effect on the college. The routine duties performed by all administrators will be of insignificant importance as compared to roles in greater depth. If these insights can be gained by the intern,

within the proper perspectives of the university course work, the forthcoming year will have provided invaluable experience.

## FOOTNOTES

<sup>1</sup>Daniel R. Davies, The Internship in Educational Administration (New York, 1967).

<sup>2</sup>Stephen P. Hencley, ed., The Internship in Administrative Preparation (Washington, D. C., 1963).

<sup>3</sup>Richard Prince, "School Organization and Administration" Illinois School Journal, 47:272-273, Winter, 1967.

<sup>4</sup>Joseph L. Ferreira, "The Administrative Internship and Role Changes: A Study of the Relationships Between Interaction and Attitudes," Educational Administration Quarterly, 6:77-90, Winter, 1970.



**SECTION II**

**CHRONOLOGICAL LOG**

**LAKE LAND COLLEGE**

## LOG OF DAILY EXPERIENCES

August 3.—Met with Vice President Webb and briefly toured the Administration Building meeting various staff and secretarial members. Attended the President's Cabinet meeting during the morning and will meet regularly with this group for the year. The cabinet is composed of the top administrative personnel of the college including Deans, Directors, and etc. Major policies and procedures concerning the college are discussed and formulated. Following the meeting we visited various college buildings. Discussed with the Vice President the nature of the responsibilities I will be expected to assume during my internship. Initially, I will complete a H.E.G.I.S. report and pursue the writing of a federal project seeking funds under the Cooperative Education Program.

August 4.—Continued tour of various facilities with the Vice President. In a brief session with the President, he offered his willingness to discuss any matters pertaining to the college and encouraged me to offer any suggestions which may lead to improved operating procedures for the college. Spent the remainder of the day working on the H.E.G.I.S. report.

August 5.—As a continued part of my orientation to Lake Land and my job responsibilities, the Vice President and I talk each morning about the college in general and various involvements on my part that will enhance my knowledge of the junior college operation. Three areas the college would like to have programs devised are: (1) the formation of an Alumni Association, (2) a faculty characteristic format programmed for data processing availability,

(3) research involved with a follow-up study on Voc-Tech graduates to correlate with a North Central Association self-study being conducted by the college. Completed the H.E.G.I.S. report concerned with formal degrees and awards granted by the college.

August 6.—I am researching all projects through meetings with Deans and other administrative personnel. Everyone involved is quite willing to assist in any way. I find it most interesting to draw on various sources and departments to garner information. I sat in on a meeting of architects and contractors discussing Phase I of the building program.

August 7.—Discussion with the Vice President was concerned with philosophy of junior colleges, TV systems, and building programs. I will assume the major role in preparing the state and federal reports for the college. The first draft of the faculty characteristics is complete and will be presented at the President's Cabinet meeting on Monday. The Vice President is much aware of discussing many matters of the college and I feel my personal involvement with the group is important to everyone.

August 10.—Attended the President's Cabinet meeting and presented the first draft of the faculty characteristic form to the group. The project will be ready for tabulating statistics in about one week. Worked on the Cooperative Education federal project and Alumni Association criterion. In seeking information on Alumni Associations, I have written to twenty colleges, with a secondary request for off-campus housing policies. I attended the regular meeting of the College Board of Trustees. I am reading material connected with the junior college movement to accentuate my knowledge of the subject. They are Bloche, The Two-Year College—A Social Synthesis and The Open Door

Colleges, Carnegie Commission report on higher education.

August 11.—Continued writing the Cooperation Education Project. Visited the site of the new campus noting construction progress on the various buildings.

August 12.—Completed writing first draft of C.E.P. Spent afternoon reading various publications of the college relating to policies and procedures.

August 13.—Sat in on architects discussion of Phase II of the building program. Reviewed the total plan with discussions on qualifying for a Title I Higher Education Facilities and Equipment Act grant for use in equipment purchase. Meeting continued after lunch for remainder of day.

August 14.—Reviewed first draft of C.E.P. with the Director of Co-Op programs at Lake Land, discussing the possibilities for such a program and extended program in the future. Met with Director of Alumni Services of Eastern Illinois University to discuss ins and outs of alumni work. We outlined the items necessary in establishing an association. The director was extremely helpful in providing information and material. Spent the afternoon reading various materials on the junior college. Also, read a small book by Thomas O'Connor entitled, Follow-Up Studies, for research materials in conducting the study for Lake Land graduates.

August 17.—Attended Cabinet Meeting in the morning discussing several matters of interest. Developed detailed procedures for the Alumni Association. Discussed the faculty characteristics first draft of IBM Multiple Layout form with the Director of Data Processing.

August 18.—Continued working on various projects as the follow-up study and the faculty characteristics program. Prepared a brief outline of target

dates and information to be utilized in the formation of the Alumni Association for presentation to the President's Cabinet meeting next Monday.

August 19.—Made an on-site inspection of the new campus construction development reviewing the utilization of various rooms and noted the various stages of building completion. Presently, four permanent buildings and one temporary building are under construction. The permanent facilities include two classroom buildings, one learning resources center, and one power plant. The temporary steel building will be used as a student center. The afternoon was spent detailing thoughts on the Alumni Association and a conference with the Dean of Student Services regarding the present student body and its representative council, the Student Congress, function in the Alumni group. The involvement of this group will aid in recruiting graduating second year graduates for membership in the Alumni Association.

August 20.—Criteria for the follow-up study on vocational technical graduates was devised for constructing the instrument to be used to gather information for the study. If sufficient information and time are available, the study will be completed this year. Read various materials concerning different approaches to conducting follow-up studies. Reading was extended to various reports on the Board of Higher Education for the State of Illinois and its function, and on literature for a federal project "Career Programs in Vocational Education."

August 21.—Visited the site of the new campus with the President and Dean of Business Affairs to observe an aquatic experiment at the college lake conducted by members of the Eastern Illinois University ecology department. Met with the Dean of Vocational-Technical Education to review narrative material for writing the Cooperative Education Program federal application.



Sketched ideas for innovating various programs at Lake Land. Read a pamphlet entitled The Experimental Junior College by Lamar Johnson to enhance the creation of innovative programs in relation to other college programs.

August 24.—Attended President's Cabinet meeting and presented the outline of the proposed Alumni Association to the group. A general discussion followed with questions regarding various aspects of the organizational pattern. The Cabinet felt the formation of an Alumni group was desirable and support by varied means was pledged. A discussion was held in the meeting regarding a pass-fail option for course evaluation presented by the Dean of Vocational Education. The first draft of the faculty characteristic project was completed. Began writing a proposal for an innovation at Lake Land as requested by the President of all Cabinet members. The President appointed a committee to recommend a suitable representation for Lake Land College in the parade in Shelbyville for the dedication of their new lake.

August 25.—Revised the faculty information form for first typing. The form information will be transferred to key punch cards for data processing. Worked on data processing lay out sheet to properly place information for programming. Reviewed updated details and instructions to complete the federal project on Cooperative Education. Read a pamphlet by Lamar Johnson entitled State Junior Colleges describing various programs offered by the junior college.

August 26.—The information needed for completion of the Title VI Civil Rights Compliance Act for the Department of Health, Education and Welfare was

planned. An IBM Key Punch Card was devised to record information from students during registration concerning minority groups status. Conferences were held with the Dean of Student Services, Financial Aids officer, Director of Data Processing, Dean of Arts and Sciences, and Dean of Vocational-Technical Education concerning data that would be of value to them available through the faculty characteristics. Reading consisted of a pamphlet from the American Association of Junior Colleges entitled 20 States—20 Junior Colleges by Lamar Johnson, and the guidelines for a federal program for "Strengthening Developing Institutions" Title III of Higher Education Act 1965 (P.L. 89-320).

August 27.—Held a conference with the Dean of Arts and Sciences concerning his function and duties at the college. Additional conferences were held with the Coordinator of College Information to ascertain similar job-role information.

August 28.—The faculty information sheet was completed and plans for distribution were set down. The IBM card to be used for minority group reporting was finalized. Continued work on form design, research instrument, and methodology to develop procedure for follow-up study on Vocational-Technical graduates if time permits. Began reading book on Educational research and statistical methods for application to the follow-up study.

August 31.—Met with President's Cabinet in regular session. Read pamphlet on training for Educational research as applied to a follow-up study. Researched the college library for available materials on various aspects of the junior college. Initial plans for participating in the faculty orientation session were made.

September 7.—Spent four days participating in the faculty orientation program. Various faculty members presented programs they were engaged in, especially those adapting the philosophy of writing behavioral objectives for their courses. The President spoke on the aspects of preparing behavioral objectives and the concept of mastery of learning. Dr. Hunter from the St. Louis Junior College area spoke on the systems approach to learning. Developed an evaluation form for all faculty to complete regarding the four day orientation program. Copies of the form were distributed to the faculty on the last day for completion.

September 8.—The faculty orientation evaluation form was analyzed and summarized by responses in various areas. The major concern to be determined was the relative effectiveness of the program as stated by the faculty.

September 9.—First seminar session at Eastern Illinois University with Dr. Shuff. All of the interns met together for the days session. The general program for the year was discussed and each intern gave his background in the educational profession. Dr. Shuff introduced the members of the staff at Eastern Illinois University and discussed the availability of each member in assisting the interns when ever possible.

September 10.—Sorted and identified the group identity cards as completed by students according to year in college and the particular minority group that each represented. The information will be tabulated for completion of the Federal Compliance Report of Minority Groups.

September 11.—The final data to be used in reporting the results of the faculty orientation sessions was compiled and conclusions based upon the findings were written to enable the President's Cabinet to evaluate the



actual effectiveness of the four-day program. The faculty characteristic form was readied for the data processing programming. Read various articles in the Junior College Journal.

September 14.—The results and conclusions of the faculty orientation program was presented and discussed in the President's Cabinet meeting. Considerable discussion followed concerned with such topics as the proper way to initiate faculty meetings, what areas and subjects to stress, and in general, what type of program would be effective in motivating the faculty. The question of proper planning of a faculty meeting was discussed as whether the session should be planned by the administration or the faculty or both. It appears a difficult task, at least, considering the general attitude of faculty about meetings. The meeting with the Chairman of the Agriculture Department was concerned mainly with the possible methods to be used in a follow-up study of graduates in his area. Toured the Agriculture Building facilities and generally discussed the objectives as set forth by the department. Accompanied the Board of Trustees and the members of the President's Cabinet on a tour of the new campus, followed by a dinner and the regular monthly meeting of the Board that evening.

September 15.—Talked with the Director of Data Processing relative to the follow-up study in his department. Toured the Dental Health facilities with the director of the program and later discussed the follow-up study with him. Read various articles in the A.A.J.C. Journal concerned with general college administration.

September 16.—Seminar at Eastern was spent discussing various aspects of our on-the-job experiences, the role of an administrator in the public schools,

and the general role of a college president as Eastern is initiating plans for employing a new president. Met with the Director of the Practical Nursing program to discuss the follow-up study, and toured the facilities. Continued work on the faculty characteristic form for data processing. I worked on various aspects of the follow-up study and the instruments necessary to gather the desired information.

September 18.—The desirability of forming an Alumni Association was varied by the administrative staff of the college. Met with the Chairman of the Humanities Division regarding the utilization of various members of his division to assist the alumni in constructing a school song, motto, alma mater song, and various symbols and etc. for the college. Met with the Chairman of the Business division in relation to the follow-up study. Read various articles in the A.A.J.C. Journal and the book, A President's View of Community Colleges, by Thomas O'Connor.

September 21.—Met with President's Cabinet in a general discussion of the function of the Higher Board of Education. A request from Committee H concerned with the Master Plan for Illinois Higher Education and the desirability of a super board or continued numerous boards as it is at the present. Met with the Associate Dean of Vocational-Technical Education to discuss the follow-up study in his division. Toured the facilities discussing the various programs, such as machine shop, automobile repair, painting, and welding. Read an article in the American Association of School Administrators pamphlet relating to administration of the public schools.

September 22.—Several calls were received from local businessmen around the Administration Building and Library concerning an obvious parking problem.

Met with a group of businessmen and explained the problem involved and assured them the college would cooperate in any way possible. Students parking in the area are utilizing prime parking areas that customers would normally use. Wrote an article for the student newspaper requesting they use judgement in their parking habits and pointed out other areas in which they may park. It was suggested the businessmen request the city to install a few limited time meters near each business to offer customers better service. Worked on follow-up data. Met with officers of the student congress to discuss the formation of the Alumni Association and the role student congress may take in the project. Sat in on institutional research committee meeting to discuss various projects that should receive priority during the coming year. The committee will also function as a resource group for various studies conducted by the North Central Association self-study committee.

September 23.—The seminar at Eastern was conducted by Dr. Garland to discuss general problems encountered by the superintendent of schools and the precarious position he may find himself in a few years. The recent action of the California legislature in removing certification requirements for the position of superintendent may have widespread effects. Continued the discussion with Dr. Shuff to conclude the day.

September 24.—The Dean of Vocational-Technical Education, upon request from Vandalia State Penal Farm, initiated plans to write a proposal to offer vocational programs to the inmates of the farm. The proposal was to be written to the State Department of Vocational Education to request funding for the program. Read the guidelines for writing the contract with the State Board. Read and prepared sections of the Application for Recognition report

for distribution to the appropriate administrators. The report is filed with the State Junior College Board.

September 25.—Spent the day in Springfield in meetings with personnel of the State Board of Vocational Education discussing the writing of the contract for the Vandalia project. The various items needed and writing style desired by the Board were discussed and will be implemented into the contract.

September 28.—Attended President's Cabinet meeting at the regular nine A.M. hour. Continued work on Vandalia contract conferring with the Dean and Associate Dean of Vocational-Technical on the proposed budget. The sources of revenue will be derived from the State Department of Vocational Education, Division of Vocational Rehabilitation, Lake Land College, and the Vandalia State Farm. Met with Director of Practical Nursing to further discuss follow-up study.

September 29.—Initiated writing of the prospectus for the Vandalia Contract. The prospectus is a first step in the total procedure of writing the entire contract. The prospectus is a brief summary of objectives, goals, procedures, and budget for the proposed program. If the State Board feels from the prospectus the project is adequate to fulfill the needs of the intended recipients, they request the actual contract be submitted for approval. Conducted a meeting of all Deans and Directors to distribute and disseminate information and forms for each to complete for the annual recognition application. Met with the Director of Data Processing to outline procedures for capturing faculty characteristics on disc. Acquired the names of all faculty teaching in the evening college from the Director of the Evening College.

September 30.—~~Seminar~~ at Eastern Illinois University. The day was comprised with brief meetings with Dr. Shuff, followed by an intensive researching of



material in the library to fulfill requirements for a paper on the superintendent of schools for discussion in subsequent seminars.

October 1.—Completed writing specifications and tentative budget for the Vandalia project prospectus for submittal to the State Board of Vocational Education. Attended a noon luncheon meeting with Lake Land's Professional Advisory Committee. The committee is comprised of all the public school superintendents in the college district. The meetings are concerned with an exchange of ideas and programs that will mutually assist two-way communication between the college and the public schools. Worked on a coding system for listing the major and minor areas of academic training for the faculty characteristics information print-out from data processing.

October 2.—Completed the faculty characteristic forms with the proper coding and submitted it to data processing. Discussed with the assistant director of data processing the general kinds of information desired from the print-outs. The information will aid in the preparation of the various college reports for recognition and the H.E.O.I.S. series of forms.

October 5.—Attended President's Cabinet meeting at the usual time. Worked on Cooperative Educational Proposal utilizing the final forms received from Washington.

October 6.—Completed O.E. form 2300 constituting the basic information for fall quarter enrollment of the college on a "head count" and a full time equivalent student basis. Discussed with the Vice President the merit of filing a supplementary application to the original filed under Title I of the Higher Education Facilities Act for the potential balance of the grant

not approved in the original request. Lake Land received a partial sum of \$250,000, while entitled a sum of \$1,000,000. The supplemental request will seek the balance of \$750,000, as a priority position of Lake Land has improved from the previous year. The monies are planned for Phase II of the campus construction format. Met with the Director of the Co-Op program to discuss the budget for submittal with the federal project. Worked on the evening college faculty characteristic forms.

October 7.—Seminar at Eastern Illinois University. Discussion with Dr. Shuff centered around a prepared paper on "Theory in Educational Administration". The role of the superintendent and the external problems that confront him in his day to day operations were discussed within the intern group.

October 8.—The supplemental application under Title I was obtained and plans made to complete and file the form. Reviewed the federal application with the Vice-President for filing for the full \$1,000,000. Completed additional corrections on the faculty characteristic sheets and returned the information to data processing. Completed a report for the American Association of Junior Colleges on college statistics for publication in their journal. The Cooperative Education federal program was completed and submitted for typing.

October 9.—Various reports the college is required to submit to the state and federal agencies have been received. Reviewed the general format of the reports dealing with fall enrollment, Applications for Recognition, H.E.C.I.S. faculty characteristics, and the A.A.J.C. request for information

for information about the college, faculty, and staff. Wrote an article for the college student newsletter pertaining to the Alumni Association.

October 12.—ILL—did not work at the college.

October 13.—Continued work on the various reports for the college. Discussed the feasibility of coordination of different departments in the gathering of minority group statistics with the Vice President. Since, at present, several offices are independently attempting to collect data, the combination of efforts would seem to provide more concise and usable data. The difficulty of ascertaining the information is apparent as the student is not required to submit the data if he desires not to. A meeting was set up to discuss the possibilities. Proposed to the Director of Research and Information, the addition of various items in his quarterly report on student enrollment. The information contained in the pamphlet in the past is not sufficient to meet the requirements of the various reports due on an annual basis. It was felt a more factual document could be prepared that would serve the needs of the various offices that periodically utilize the data.

October 14.—Seminar at Eastern Illinois University. Discussed with Dr. Shuff various problems dealing with the administration of schools and the relative inefficiencies experienced by small dual and unit school districts. Many districts are presently experiencing financial difficulties coupled with decreasing enrollments that tend to greatly increase the cost of educating each student.

October 15.—Worked on the faculty information section of the State Recognition report utilizing the data as submitted by data processing. Completed

the supplemental application under Title I of the Higher Education Facilities Act of 1963, section 103, for the additional request of \$750,000.

October 16.—Spent the day working on the state report for recognition, gathering data, and reviewing completed sections submitted by other offices.

October 19.—Traveled to Springfield to meet with the staff of the Board of Higher Education to file and review the federal application under Title I. General discussions were held relative to the procedure of review by the state board and the contents of the application.

October 20.—Continued work on the state recognition report and the A.A.J.C. information request. Discussed, generally, with the Director of Data Processing the breakdown of student enrollments for the various reports. Various new types of information were needed.

October 21.—Seminar at Eastern Illinois University. Attended the meeting of the Administrators Round Table. The speaker was Robert Grant, Assistant Superintendent for Recognition and Supervision for the Office of the Superintendent of Public Instruction. Mr. Grant spoke on the duties of his office and the various criterion school districts must meet in order to be fully recognized. The problem facing small districts and their ability to meet the minimum standards was discussed in detail. Before the meeting a discussion was held with Dr. Shuff on the various ideas presented in contrast with the booklet on "Recognition and Supervision" as prepared by the state. It was obvious the letter of the law as applied to many districts could cause some very deep concern among those individuals that are charged with



the enforcement.

October 22.—Spent the day gathering data and properly categorizing each cause offered by Lake Land under the proper headings as called for in section C of the Annual Application for Recognition. Assisted in devising the proper format for placing the information on data processing.

October 23.—Received and revised the application for Health Occupations Act as submitted by the Director of Dental Health. The federal grant was to be utilized in purchasing about \$25,000 in equipment for the Dental Health program. Researched material in Lake Land's library to be used in writing the contractual agreement with the State Board of Vocational Education for the Vandalia project. The prospectus was approved as submitted by the State, thus the contract must now be written. Research revealed material from several sources including a book by Donald Glasser entitled The Effectiveness of a Prison and Parole System, and a President's task force report on "Corrections by the Commission on Law Enforcement and Administration of Justice."

October 26.—Attended the President's Cabinet meeting. Sat in on meeting with the state officials from the Division of Vocational Education, and the Dean and Associate Dean of Vocational-Technical education at Lake Land to further discuss the writing of the Vandalia contract. The manual of writing specifications was reviewed carefully with the state people. Met with the Assistant Director of Practical Nursing to answer questions and supply information for the North Central Committee of which she is a member. Met with

the Director of Dental Health on final revisions for the Federal Health Occupations Act application.

October 27.—Seminar at Eastern Illinois University. The regular day was substituted with attendance at the joint Secondary and Junior High School Principals Association annual fall conference on the campus of the University of Illinois. The first general session of the day featured speaker was a staff member of the NASSP. His speech dealt with the role of the principal in teacher negotiations. He related the precarious position the principal finds himself in, the whole picture of negotiation, and the stand the principal should take. It is obvious the principal would act as a representative of the Board of Education, as increasingly, the teacher associations feel he is not a part of their group. The principal is actually the "man on the firing line" as the most obvious intermediary between the board and the teacher. The principal, however, in many cases finds himself without much of a voice or consultative position in the role of negotiations. The principal must stand firm and united with his fellow principals if his position is to remain secure. The luncheon speaker was the Executive Secretary of the Board of Higher Education, James Holderman, who spoke on the future of education in the 70's. Accountability was a major theme in his presentation. He felt many diverse and radical changes must take place in education at all levels if the challenge of educating a dynamic group of young people is to be met. Toured the various educational exhibits and attended a short session on the role of the principal in negotiations.

October 28.—Worked on the collection of data and forms for the recognition report. Various figures and sections of the report were tied together to

produce the final 103 page document.

October 29.—Completed the recognition report and generally checked the common sense accuracy of the various sections of the report. Began work on the Higher Education General Information Survey (HEGIS) report on employees of institutions of higher education. Completed the request for a report on Health-Related Occupations and the analysis of each such program at Lake Land College.

October 30.—Spent the day at the Vandalia State Penal Farm talking with the Warden and various members of his staff. Toured the farm to determine where various programs could be held in relation to the buildings available and etc. Talked with the Business Manager relative to the various statistics about the inmates and the Penal Farm, in general, needed to write the contractual agreement. Also talked with the sociologist to determine, in depth, the obvious needs and mannerisms of the inmates to properly plan programs to meet their needs.

November 2.—Worked on the first draft of the Vandalia contract writing in outline form for the various sections.

November 3.—Completed H.E.C.I.S. report on employees in institutions of higher learning in cooperation with the data processing department.

November 4.—Seminar at Eastern Illinois University. Discussed the principals meeting attended last week with Dr. Shuff. Various points, such as the principal's role in negotiations, were analyzed as to the most efficient way to deal with the problem. Spent part of the day in individual research of a

problem proposed by Dr. Shuff for discussion at a future seminar.

November 5.—Spent the majority of the day writing the contract for Vandalia. The apparent direction of the program at Vandalia will involve a welding course and an auto body and fender course with related technical course in mathematics and blueprint reading. The courses will be flexible to allow the continual influx of inmates in and out of the program.

November 6.—Continued research and writing contract for the Vandalia State Farm vocational project. Conferred with the Dean and Associate Dean of Vocational-Technical Education on various aspects of the Vandalia project.

November 9.—Completed the report for the Junior College Board containing information on proposed construction of the Master Campus plan for Phase II. Attended the regular monthly meeting of the Lake Land College Board of Trustees in the evening.

November 10.—Seminar day at Eastern Illinois University. The day was spent off campus as guests of Lake Land College for a noon luncheon with all public school principals and counselors in the college district. Conducted the interns on a tour of the college facilities and the new campus.

November 11.—Continued writing the Vandalia project. Prepared and projected enrollment figures for the President. A graph was prepared to display the actual and projected enrollment figures from the inception of the college and through the year 1980.

November 13.—Worked on the H.E.G.I.S. report on financial statistics of



**Institution of Higher Education. Continued writing on the Vandalia project.**

November 16.—Attended the President's Cabinet meeting. Continued writing of the Vandalia project and rechecked the H.E.C.I.S. financial report.

November 17.—Set up various procedures and secured and wrote various papers for the organizational committee meeting of the Alumni Association on November 19.

November 18.—Seminal day at Eastern Illinois University. Excused for the day as it was final examinations week. Spent the day in the library researching material for the paper requirement in the intern program.

November 19.—Continued preparation of the H.E.G.I.S. Financial form on financial statistics. Utilized the audit reports from 1968-1970 for various information.

November 20.—Completed the H.E.G.I.S. Financial form and submitted the document for typing and submission to Washington, D.C.

November 23.—Initiated the preparation of a H.E.G.I.S. report on "Inventory of College and University Physical Facilities" which involves the square footage for all buildings in the district for gross and net assignable square feet. Utilized mainly the blueprints of all the college buildings in determining areas of instruction and classified them as to classrooms, laboratories, offices, general areas, and etc.

November 24.—Continued work on the physical facilities report. The President has a weekly feature on the radio featuring various personnel from the college.



Taped an interview with the President concerning my role at Lake Land College and my past experiences in education and future anticipations.

November 25.—Continued work on the physical facilities report detailing the square footage of each building. It was necessary to interpret the blueprints and procure the actual footage measurements for all areas.

November 30.—Attended the President's Cabinet meeting. Completed report on physical facilities for submission to the Board of Higher Education. Recommended various improvements in collecting and reporting data for each area of the buildings through an individualized card system. Each building file would contain information by room or functional area so indexed as to readily determine the pertinent items such as square footage, purpose, and function. A master file by building would facilitate reporting and provide ready access to the information for the Deans of Instruction and Business.

December 1.—Wrote an article on the interesting factors derived from the physicals facility report for the College Faculty Bulletin, and an article and news release concerning the activities of the Alumni Association. Completed a form dealing with present and planned new campus construction for nationally published college magazine. The report dealt with construction costs, space allotments, and rooms available by curriculum area for each building in the building plan. Various revisions in the faculty characteristics decoding form was revised to arrive at more usefull information from data processing.

December 2.—Continued work on faculty characteristics form. Met with the

President to review procedures for perusing and distributing some of his correspondence. Articles of interest will be condensed and presented to the President either in oral or written form. Other materials of a nature pertinent to other administrators will be forwarded to them.

December 3.—The contract submitted to the State Board of Vocational Education for the Vandalia project was reviewed and additional information requested by the state officials. Met with the state vocational officials and began writing on addendum to the original contract.

December 4.—The President requested all Cabinet members propose a recommendation of change for some phase of the college program. Worked on a proposal for asserting a research program in the college that would create an avenue for innovation open to all personnel of the college.

December 7.—Attended the President's Cabinet meeting in the morning. Restructured the faculty characteristic form for coding information to include the search fields applicable to the personnel in data processing. The information will eventually be transferred from punch cards to the magnetic disc retrieval system.

December 8.—Devised a form to be used in the quarterly updating of faculty information for transfer to data processing. Distributed the form to all personnel. Read a large report on College Space Analysis and presented a condensed version to the President.

December 9.—Seminar at Eastern Illinois University. Discussed in depth the idea of accountability with Dr. Metzner. The justification of the term as

applied to the schools elicited much conjecture. It was a general opinion the theories behind the term were justified from the standpoint of the total school program and should not be construed to include only certain aspects, such as the financial procedures.

December 10.—Worked on a survey form for colleges and universities dealing mainly with the first two phases of the new campus construction project. Items included costs, function, square footage, space allotment, and etc. for each phase.

December 11.—Completed the survey form for new construction and submitted the form for processing and forwarding.

December 14.—Attended the President's Cabinet meeting. Worked on the faculty updating forms being returned from all personnel. Information for correction will be submitted to Data Processing.

December 15.—Worked on plans for Alumni Association organizational committee for discussion in their next meeting. Objectives for the group to consider were formulated dealing with procedure and goals for the future.

December 16.—Seminar at Eastern Illinois University. Discussed with Dr. Shuff the relative aspects of the North Central Association, its aims, objectives, and values. Schools are accredited for the programs existent within the curriculum, perhaps at times without much thought to student participation or results. The dangers of any accrediting body may be in the fact of too much value on input into the schools and their programs and not sufficient output data testifying to the results of the programs.

December 17.—Visited the new campus site and inspected the buildings in varying stages of completion. Read Title VI of the Higher Education Act instructions for writing a project for equipment purchase. Met with Alumni Organizational committee in the evening.

December 18.—Organized Title VI committee to pursue possible projects eligible for funding under the act. Met with the heads of departments and deans to discuss feasible programs. Interest in three areas was indicated and various faculty members will make recommendations for equipment needed. Began writing lead-in responses for the application.

December 21.—Continued work on Title VI application. Met with the Dean of Business Affairs to review the required financial requirements of the project.

December 22.—Continued writing the Title VI application. The total clock hours of student attendance and the square footage of all college facilities was gathered for the past three years. The figures will be used with the financial expenditures of the college to determine average costs per square foot and student attendance hour.

December 23.—Initial stages of preparation for faculty negotiations are starting. Set up a program for using the faculty characteristic information form to list faculty salaries by individual, by cumulative totals, and by length of contract period.

December 24.—Completed program for data processing to make a run on faculty salaries and worked with the Assistant Director of Data Processing in sorting



the deck of IBM cards and printing the information desired.

December 25.—January 3, 1971.—Vacation period.

January 4.—Attended President's Cabinet meeting in the morning. Began working on several reports for the Board of Higher Education dealing with survey enrollment ceilings, enrollment capacities, and building plans.

January 5.—Completed computer print-out for faculty salaries, checked the material for general accuracy, and submitted copies to the Vice President. Continued work on the Title VI application.

January 6.—Seminar at Eastern Illinois University. Discussed various problems pertaining to administrative decision-making with Dr. Shuff and reviewed our progress and experiences in our intern position.

January 7.—Continued work on the enrollment survey form and the Title VI application. The areas of mathematics, vocational mathematics, and economics are being used to develop a program proposal for Title VI. Individualized instruction through the use of audio tape recorders and automatic teaching machines are the focus points of the programs. Met with the Alumni Organizational Committee Secretary to devise an agenda for the next meeting. She indicated a concern of the group that they were making little progress, however, she was assured that in matters of this nature they were actually progressing very well.

January 8.—Attended meeting in Springfield at the State Office Building for Title VI instructions and project submission dates. Discussed the general



application and set a date for a conference with the Board of Higher Education staff to review the completed application.

January 11.—Attended President's Cabinet meeting in the morning. Continued work on Title VI application utilizing details and explanations presented in the meeting on Friday.

January 12.—Continued work on enrollment statistics survey and Title VI application.

January 13.—Seminar day at Eastern Illinois University. Discussed with Dr. Shuff and other interns some of the current views in education as it relates to the role of the administrator. The implications of accountability in the public schools was discussed with probable effects and validity of the charges made by non-educators.

January 14.—Read various articles and mail for the President and abstracted the major points for his use. Worked on the Fall 1970 Survey of Enrollment Ceiling Statistics which seeks projected enrollments in relation to the figures that the college feels is the maximum number that can be accommodated in the present facilities. Made arrangements for the Alumni Organization Committee meeting in the evening. Attended a seminar in data processing in the afternoon designed to acquaint area public school administrators with the potentials of data processing for their schools.

January 15.—Composed a letter for the President condensing ideas from students, faculty, administrators, and Board Trustees in response to a request from Gerald Smith who is currently with the Center for Higher Education at Illinois

State University. The Center is newly established and Mr. Smith was seeking input for services the center might render to area institutions of higher education.

January 18.--Attended President's Cabinet meeting in the morning and reported to the group of the progress in forming an Alumni Association. General interest and discussion followed with a statement from the President to support the groups efforts. Left in afternoon due to death in my immediate family.

January 19 and 20.--No report.

January 21.--Continued work on the Title VI federal application and a state report on Enrollment and Space Projections. Received the print-out from data processing on the state recognition report and checked out for errors.

January 22.--Completed the Title VI federal application and met with the Dean of Business Affairs to review financial figures used to assure a proper project. Met with the Vice President of the Student Congress to offer assistance in preparing an instrument to survey the needs among the faculty and student body for child care services.

January 25.--President's Cabinet meeting was not held. Assisted the Vice President in rewriting a project request to the Esso Educational Foundation to fund a twenty-one month program to plan educational activities for the senior or aged citizen. Read various mail for the President.

January 26.--Wrote a news item about the plans to form an Alumni Association at Lake Land College for the winter quarter newsletter to be published in

February. Worked on the enrollment projection report figuring the probable student enrollment through the year 1980. Abstracted an analysis from part of the application for the use of the counseling office.

January 27.—Seminar at Eastern Illinois University. Met with Dr. Shuff and other interns to discuss problems related to administration of the public schools. Met in the afternoon individually with Dr. Shuff to discuss the field experience paper in detail and corresponding requirements needed for completion of the Specialist Degree.

January 28.—Met in Springfield with the Board of Higher Education staff members concerning the verification of facts and figures submitted in the Title VI application. All categories such as financial, student contact hours, and semester hours generated annually required verification through such back-up material as past college certified audits, and related enrollment papers. It appears that on a priority basis with other colleges and universities in the state, Lake Land's application is very competitive and will probably be funded.

January 29.—The positive prospects associated with the submission of part one of the Title VI application necessitates beginning preparations for the narrative section or section two. Set up meetings with the three faculty members directly involved with the projects and will work with them to write the narrative section and the equipment requests.

February 1.—Continued work on the Board of Higher Education enrollment projection and ceilings report. The report seeks projections of enrollments for day and evening students and space needs linked with associated costs for the

years 1971 through 1980. Determination of figures will be based upon present and past growth patterns, the completion of the master plan for campus construction, and costs involved for building through the Illinois Building authority. Visited the new campus site to review the building progress.

February 2.—Continued work on the enrollment projection report gathering different data from various resources. Met with the chairman of the Social Science Division to discuss the Title VI project concerning their program for self-instructional methods in Economics.

February 3.—Seminar day at Eastern Illinois University. Attended a meeting sponsored by the Charleston public schools concerning the concept of the "open classroom" for preschool and primary grade students. Dr. Spodek, noted authority on early childhood education, from the University of Illinois spoke to the group concerning the basic ideas and objectives of the plan. A local teacher presently working with the plan showed slides and discussed different aspects of her classroom activities.

February 4.—Continued work on the enrollment projection report. Met with the director of the child care program at Lake Land to discuss a questionnaire on child care services and the implications of possible findings. Met with a faculty member from the mathematics department concerning his project for Title VI funding. Attended an evening meeting with the organizational committee of the Alumni Association to formulate plans to become an official organization. The group plans to meet on March 25, 1971 to officially organize and will meet with the Board of Trustees on March 8, 1971 to present and discuss their constitution.



February 5.—Completed work on the enrollment projection report for submission to the Board of Higher Education. Met with the Associate Dean of Vocational-Technical Education to discuss his project for Title VI funds. Initiated plans for proposing a directional sign project for the President to aid visitors in locating the new campus.

February 8.—Attended the President's Cabinet meeting. Continued work on the Directional sign project for the new campus. Assisted the Vice President to revise a matter of board policy in terms of clarifying purpose and scope. Attended the regular college board meeting in the evening and gathered notes on the meeting for a report phoned to the Decatur Herald newspaper.

February 9.—Worked on updating winter extended quarter faculty members teaching in the evening college for data processing. Revised parts of the proposed Alumni Association Constitution for discussion with the group.

February 10.—Seminar day at Eastern Illinois University. Met with Dr. Shuff and other interns for discussion of administrative problems as related to our intern positions. Met Dr. Walter Garland and his class on school building construction at the new campus and conducted them through the new college facilities.

February 11 and 12.—Ill. No report.

February 15.—Attended President's Cabinet meeting. Read various mail for the President, and other articles of a professional nature on the junior college.



February 16.—Worked on the Title VI project narrative reports. Continued reading of articles on the junior colleges in various magazines.

February 17.—Seminar day at Eastern Illinois University. Met with Dr. Shuff and other interns to discuss a taped speech by Dr. Arthur Combs of the University of Florida on perceptual psychology. Discussed the implication of his thinking on teacher-training institutions and the role of the teacher in the classroom. Continued the day in attendance with the Illinois Elementary Principals Association district meeting. Dr. John Wargo, Executive Director of the Illinois Association of School Administrators, spoke on the "umbrella plan" to unite the various administrative organizations in the state.

February 18.—Read an article on closed circuit television for junior colleges for suggestion to be made to the Director of Learning Resources of the college. Visited the campus with the Director to discuss the possible plans and implications of television and its usage at Lake Land.

February 19.—Continued work on the layout plan for directional signs leading to the new campus and the general design, placement, and lettering for each sign. Met with the President to review the plans to date and to garner his impressions.

February 22.—Attended President's Cabinet meeting. Conferred with the Vice President to discuss the Board of Trustees election in April. The major portion of the election plans and procedures will be my responsibility.

February 23.—Continued work on the College Board election. Talked with most

of the judges in the twenty-two precincts to plan for polling places, other judges, and election procedures.

February 24.--Seminar day at Eastern Illinois University. Conferred individually with Dr. Shuff concerning the intern program and the various experiences encountered while on the field experience.

February 25.--Worked on the Alumni Association Constitution to submit to the Board of Trustees in their March 8 meeting. Received several calls from chief judges concerning the Board election. Reviewed a federal funding project entitled "Special Services for Disadvantaged Students, Title IV of the Higher Education Act of 1965, to determine the feasibility of programs at Lake Land. Prepared document to explain the Act for inclusion in the faculty bulletin to elicit ideas for program implementation.

February 26.--Continued perusal of the Special Services federal program for possible programs. Reviewed the faculty application form used by the college in an attempt to revise the document in terms of the program on data processing.

March 1.--All administrative offices were moved to the new campus today. Spent most of the morning getting settled in the new office. Word was received from the Board of Higher Education that the Title VI application was tentatively approved. Began writing of part two of the project concerned with the narrative.

March 2.--Continued writing the Title VI project narrative. Left early in the afternoon to drive to Zion, Illinois to attend a one day conference concerned with the Allied Health Profession Act sponsored by the Department of Health, Education, and Welfare.

March 3.—Attended the Allied Health conference all day. The various programs under the act were discussed by authorities from the federal level offices in Washington, D. C. The act essentially provides funds for research, planning, equipment, and programs in the allied health fields such as para-professional trainees in nursing, dentistry, medicine, food inspection, and etc. Methods of obtaining aid for various programs was discussed and the level of appropriations for each area were sighted.

March 4.—Continued writing of the narrative section of the Title VI application. Reviewed the Board election progress and made further plans to meet target dates for publications, absentee voting, and candidate filing.

March 5.—Completed Title VI application including all narratives, equipment, and materials lists. Worked on election details for the twenty-two precincts included in the junior college district.

March 8.—Worked on various details concerning the Board election. Completed plans for the alumni group to meet tonight with the Board of Trustees to present their objectives and written constitution. Attended the Board meeting in the evening and assisted the alumni group in explaining their constitution to the Board. Telephoned the meeting news to the Decatur Herald newspaper for publication.

March 9 and 10.—Attended a two-day convention in St. Louis, Missouri with the other interns sponsored by the Association for Supervision and Curriculum Development. Major areas of interest centered around speeches by Jerone Bruner, noted psychologist from Harvard University, and Fred Wilhelms, Executive Secretary of A.S.C.D. Dr. Bruner spoke on the role of the school and

curriculum matters in the life of the student. He felt a need for educators to think more about the process of learning. Students can be given a part of the curriculum to foster a more sensible approach to education. We live with each other and the interrelationships developed are a very important part of our lives. Dr. Bruner generally spoke from the curriculum centered approach for students and thus by enriching the curricular opportunities, the student becomes more involved in the process and gains the necessary knowledge set forth. Mr. Wilhelms spoke on the future needs in education from a very humanistic point of view. He felt students should be free to assist in planning their education and that we must relate to them in terms of understanding rather than curriculum requirements. He spoke of the problems facing education and the world today remarking that the young and the old have all the answers, but it is the middle aged group that is beset with all the problems and questions. Visited the various exhibits on curriculum materials and attended a session on the free exercise approach to elementary physical education instruction.

March 11.—Continued work on the Board election preparations. Attended the ribbon cutting ceremonies commemorating the first day of classes at the new campus. Read various items for the President. Worked on the possible writing of a federal project on Special Services for Disadvantaged Students.

March 12.—Continued work on election materials for the distribution to all chief judges. Assisted the Director of Library Services in completing a federal project under Title II for the purchase of library materials.

March 15.—Attended the President's Cabinet meeting. A presentation was made



by a representative of a performance contracting company to offer services to the college in reading and mathematics on a remedial basis. Faculty negotiations are progressing to the point of salary matters. Will be working as a back-up man for the Board committee to figure salary schedules and related projected costs involved with various offers.

March 16.—Worked on salary schedules for the 1971-72 school year.

March 17.—Seminar day at Eastern Illinois University. Met with Dr. Shuff and other interns to discuss the A.S.O.D. convention in St. Louis. Remarks centered around the major speeches presented and the implication of the remarks as to effecting education in general.

March 18.—Continued work on faculty salary schedule proposals and Board election materials. Initiated plans for curriculum materials to be used in a workshop to be developed in Shelbyville, Illinois on tourism. The "Hospitality Workshop" will be directed to employers and employees of Shelby County in relation to the expected influx of tourists visiting the new Lake Shelbyville area. A general knowledge of historical and tourist attractions, as well as methods of dealing with the tourist will constitute the major portion of the three night workshop.

March 22.—Attended President's Cabinet meeting. Discussion in the meeting centered around procedures for coping with the new campus. Worked on a second salary schedule and related costs involved. Traveled to Shelbyville to discuss the Hospitality Workshop promotion with the Executive Director of the Chamber of Commerce, and clarified a point on voting absentee in the election with the college attorney, whose office is located in Shelbyville.



March 23.—Continued work on new salary schedule proposal. Arranged for a notary public to handle the absentee voting for the election.

March 24.—Spoke to the faculty on the Alumni Association at the monthly joint meeting with the administration. Continued the day at Eastern in a regular seminar session. Met with Dr. Shuff to discuss various aspects of school administration.

March 25.—Continued work on salary schedule proposals. Formulated plans for meeting with the Alumni Association in the evening. Received the printed ballots for the election for verification of accuracy. Attended the Alumni meeting in the evening. The association and their constitution were officially adopted and the name of Lake Land Alumni Association was accepted. Permanent officers and a Board of Directors were elected to serve for a two-year period. The response to mailed requests for memberships and those alumni in attendance at the meeting was very encouraging.

March 26.—Continued work on election details. Assisted the Alumni Association officers to formulate details for running the organization. It appears the group is ready to find its own direction at this point and I will decrease my influence with the officers to advisory capacity when needed. Answered a request from another state junior college seeking information on how to start an alumni association.

March 29.—Worked on several related federal projects of Special Services for Disadvantaged Students, Project Uplift and Upward Bound which all promote the educational uplifting of opportunities for special students.

March 30.—Continued work on federal project for lake land students called the Upward Bound program. Special programs and financial aids will be combined to enable special students to attend college and receive individualized instruction.

March 31.—Seminar day at Eastern Illinois University. Met with Dr. Shuff and other interns to discuss a topic paper concerned with the credentials and qualities needed for a superintendent of schools. Present certification laws and procedures might be considered as oriented toward segregation because only certain individuals can apply for positions. The contrast in this line of reasoning was interesting to pursue on a theoretical basis.

April 1.—Worked on a third salary schedule proposal and the related costs to the college. Additional costs for fringe benefits and summer and evening school was added in to project a total package cost. The faculty and Board negotiating committee appear near to a settlement.

April 2.—Set up absentee voting at the college facility of St. Josephs School and discussed with the notary her responsibilities in the process. Read various articles for reporting to the President. Continued work on other details concerning the election.

April 5.—Continued work on election details and met with the Vice President and Chairman of the Board at the polling place to arrange for final details for the election on April 6. Traveled to Shelbyville to discuss the Hospitality Workshop with the Executive Director of the Chamber of Commerce and met with the Principal of the Shelbyville High School to finalize the physical preparation for conducting the class.

April 6.—Spent the day at the polling place to ensure an efficient election and the evening taking calls from the various precincts to tabulate the results of the election.

April 7.—The regular seminar session was canceled due to spring vacations. Spent day at Eastern in the library.

April 8.—Canvassed all election returns for the twenty-two precincts and prepared the official report for the Board of Trustees meeting certifying the election results. Worked on plans for the first meeting of the Shelbyville workshop on tourism.

April 9.—Good Friday Holiday.

April 12.—Attended President's Cabinet meeting. Discussed in the meeting the North Central Association Conference in Chicago and the requirements for the college to meet to gain full accreditation. The composition of the self-study that is now in preparation at Lake Land should adhere to new directions as proposed by the North Central. Emphasis is now going to be placed on output of the college through analyzation of programs, follow-up studies, student opinion, transfer student success, and vocational training successes of the student in the job market. The North Central considers the former data in the form of input about the college, such as number of faculty, budget figures, and the student-counselor ratio are not valid measures of program successes. Attended the first meeting of the Shelbyville Workshop to take care of registration, introductions, and a general welcome as representative of the college.

April 13.—Analyzed the Hospitality Workshop meeting in Shelbyville in light of the participants background to facilitate planning for the next session. The workshop will meet for two additional nights to offer the participants the necessary information needed in dealing with the expected large influx of tourists into the area. A major emphasis of the workshop is placed on courteous service to tourists to enhance their desire to return to the area in the future.

April 14.—Seminar day at Eastern Illinois University. Met with Dr. Shuff and other interns. Dr. Shuff proposed a problem for discussion pertaining to the future role of the public schools in conjunction with the humanist approach to educating students. The question thus probed at what types of programs and courses would be pertinent to offer in teaching students a life style approach. The general discussion centered on many aspects of the social sciences as basic for constructing programs.

April 15.—Continued planning for the workshop at Shelbyville and for the final evenings session. Arranged for a faculty member in human relations to prepare a panel discussion on the aspects and psychology of human interrelationships in dealing with tourists on a customer basis. Suggested the panel may involve role playing as a method of presenting the material in an interesting way.

April 16.—Met with the Vice President to discuss designing a pamphlet to display certain aspects of the college program for the use of Board members in negotiations with the faculty in future years. The pamphlet will provide in condensed form, graphs, and other information, to provide an overview of



the college financial, faculty, and student situation.

April 19.—Spent the day at Loyola University in Chicago for personal interviews for job placement.

April 20.—Continued work on the pamphlet for Board members negotiating with the faculty.

April 21.—Seminar day at Eastern Illinois University. Session canceled to allow future meeting participation. Spent day in the library at Eastern.

April 22.—Personal interview day.

April 23.—Personal interview day.

April 26.—Completed North Central progress report on current status of the college in fulfilling the necessary steps to gain full accreditation. Worked on details for the Shelbyville Workshop and attended the second session in the evening. Continued work on the negotiation pamphlet for Board members.

April 27.—Reviewed the Hospitality Workshop meeting in Shelbyville to plan the third and final session. Prepared a list of participants to receive a certificate of course completion to be presented at the final meeting. The President requested assistance and information for a report he is preparing for the Board of Trustees dealing with administrative leadership in the junior college. Began researching in the college library for appropriate materials.

April 28.—Seminar day at Eastern Illinois University. A seminar on accountability in the Union served as the focus of the day. Attended a speech delivered



by former Senator Wayne Morse of Oregon dealing with the power of the President. The speech related well with the duties and responsibilities of a leader, whether in government or education.

April 29.—Met with the Vice President and the department chairmen of the life and physical science and agriculture divisions to discuss a possible federal project dealing with environmental education. The college is presently offering some courses on environmental problems, so the influx of federal monies would strengthen the program. A cooperative effort between all personnel involved was agreed upon in writing the project.

April 30.—Continued meetings on the environmental education federal project application. Two separate projects will be submitted for funding, the first providing a seminar for students and citizens of the district, and the second attempting to utilize the physical aspects of the college to create an environmental education center. The center would serve as a focal point for experimentation, research, demonstration, and lecture concerning all phases of environmental control. The center would be open to all residents, groups, and officials of the district and surrounding areas.

The recording of daily activities for the purpose of a written log are concluded at this date for the year.

**SECTION III**

**SELECTIVE ACTIVITY ANALYSES**

## THE COMMUNITY COLLEGE

### A Unique Challenge

The most significant development in the field of higher education today is the dramatic rate at which two-year community colleges are being established. They are now opening at the rate of more than one per week. Last year alone seventy-four new two-year colleges were opened. It is estimated that more than eighty will be established this year bringing the total in this country to 960 or more. In 1963 two-year colleges had total enrollments of approximately 800,000 students. This year it is twice that and it is estimated that one out of every three college bound students is entering a two-year college.<sup>7</sup>

How can we account for this rather recent popularity of the junior colleges, particularly in view of the fact that they have been a part of higher education in this country for some 60 years now? The first public junior college was established in 1904 in Joliet, Illinois. There has been a slow but steady growth of junior colleges in this country since that time until quite recently. This recent rapid growth of community colleges has resulted from two developments: first, the impact of significant social changes taking place in our society which sometimes cause new institutions to be created or existing ones to be changed and modified to meet new conditions; second, a major shift in the purpose and function of two-year colleges as they have responded to meet specific educational needs which have become evident in society. We will examine first those social changes occurring in our society which seem to have the most direct bearing on the development and functioning of two-year colleges.

The effects on society of rapid technological advances due to automation of production in industry is the source of perhaps the most serious dilemma in our society today. The dilemma stems from the fact that a technology geared to produce unlimited quantities of material goods to meet man's mental and social needs has also created new and perplexing social problems which threaten his way of life. The most serious of these problems is the condition of workers who are displaced by automation or whose skills are no longer in demand. This problem is especially severe among the unskilled and among minority groups. For a significant member of our work force, skills which once commanded good wages, job security, and a corresponding social status are rapidly becoming obsolete. Myrdal in Challenge to Affluence,<sup>6</sup> which is an analysis of this entire problem, has suggested some solutions which have relevance for the community college movement.

Besides general schooling, America needs much greater efforts in the field of vocational training. Training for work has in America never been made a regular part of the educational system. It also needs a new philosophy. Such training, like education, generally, should not be left to lead to dead ends but should help to make it possible for young people to move horizontally to other occupations<sup>6</sup> and upwards to higher responsibilities as future opportunities occur.

Another development which has stimulated the creation of junior colleges and which has affected the subsequent shaping of their programs has been the trend toward a more egalitarian society. There is a growing belief that our society must find the means to provide some type of post-secondary education to all who have the ability to profit from it. The concept of a college education for everyone was first announced as a

matter of national concern in 1947 when the President's Commission on Higher Education adopted resolutions containing the following statement:

The time has come to make education through the fourteenth grade available in the same way that high school is now available.<sup>4</sup>

Thirteen years later, in 1960, President Eisenhower's Commission on National Goals recommended that two-year colleges be placed within commuting distance of all high school graduates, except those in sparsely settled regions. And, again, in 1964, the Educational Policies Commission suggested ". . . the Nation's goal of universal opportunity must be expanded to include at least two further years of education; open to any high school graduate."<sup>3</sup>

This move toward the principle of at least two years of universal higher education has been precipitated by a number of social problems which our society faces. One problem which is very closely related to the changes in technology already discussed is that of the economic conditions among minorities, the aged, and the unskilled workers who Michael Harrington in his book The Other Americans contends "live in an economic underworld in the wealthiest nation the world has ever seen." Harrington believes the cause of the problem of contemporary poverty to be the fact the advantages of education have not been extended to all groups in our society.

As the society became more technological, more skilled, those who learn to work the machines, who get the expanding education, move up. Those who miss out at the start find themselves at a new disadvantage. A generation ago in American life the majority of the working people did not have high school educations, but at that time industry was



organized on a lower level of skill and competence. And there was a sort of continuum in the shop; the youth who left school at sixteen could begin as a laborer, and generally, pick up skill as he went along.

Today the situation is quite different. The good jobs require much more academic preparation; needs more skill from the very onset. Those who lack a high school education tend to be condemned to the economic underworld—to low paying service industries, to backward factories, to sweeping and janitorial duties. If the fathers and mothers of the contemporary poor were penalized a generation ago for their lack of schooling their children will suffer all the more. The very rise in productivity that created more money and better working conditions for the rest of society can be a menace to the poor. 2

The implications of Harrington's analysis are clear: educational opportunity in the high school and following completion of high school must be equalized.

Other developments in our society have also spurred the movement toward the equalization of educational opportunity in higher education. The population explosion has more than doubled in the last twenty-five years the number of youth of college age from which college enrollments are drawn. A growing proportion of college educated people has increased the social pressure for college attendance. The consequent flood of applicants has been greater than the colleges and universities can accommodate. Thus selective admission policies have been instituted along with substantial increases in cost of attendance which has further intensified the problem of inequality of opportunity. Indeed, not only are costs and social background associated with equality of opportunity in education but accidents of geography; that is, the proximity of one's residence to existing colleges has been found to affect who attends a

college and who does not. Another need which has not been met is that of continuing education for adults. The rapid expansion of knowledge and the revolutionary technology changes which are taking place requires that adults have the means whereby they can continually upgrade their skills and broaden their cultural horizons. This need must be met by local educational institutions. These combined forces have led to the development of two-year junior colleges with multiple purposes and programs and "open door" admission policies which allow all to enter who can profit from further education.

Another more recent movement in our society will have an impact on the future development of junior colleges. This is the growing dissatisfaction of college and university students with the structure, goals, and teaching methods of existing institutions of higher learning. Many students, through violent means, are calling for basic, even revolutionary, changes in the organization of higher education. The problem is a complex one but a fundamental issue is the contention on the part of the college students that colleges have become too large, too impersonal, and so attuned to the status quo that they are apparently willing to sacrifice the interests and needs of students to satisfy political interests and governmental policies. Among other things, students seem to be demanding that colleges and universities re-emphasize the teaching function of the faculty even at the expense of research and writing; that they renew their efforts to build a quality curriculum at the undergraduate level even at the expense of expanding specialized graduate programs; that they rediscover the importance of personal contact with

students even at the expense of record enrollments, and, finally, that they renew their acquaintance with the community in which the institution rests even at the expense of lucrative government contracts and national recognition. While it is true that the leaders of this movement have directed their efforts toward revitalizing and reorganizing existing institutions of higher education, we should recognize the fact that two-year community colleges are committed to goals and programs which might well provide solutions to some of the problems which have been raised particularly at the undergraduate level.

Our analysis then of the implications for education originating out of the rapid changes in our society, largely since World War II, suggests that the full technological and human potential of the nation could not be realized unless there was developed a new type of educational institution or a drastic adaptation of existing models. There was need for an institution capable of rapid expansion, comprehensive in program, non-selective in regards to admissions, low in cost, and located in proximity to the students it was to serve. There was a need for institutions which would accept community service as one of their major functions and would give first priority to the teaching role of its faculty. The junior colleges which are being established at a rapid rate to meet a number of these needs are not a new type of institution but they do represent a drastic adaptation of institutions with which we are familiar.

The earliest use of the term junior college was the establishment of a lower division at the University of Chicago in 1896 by William Rainey

Harper. Harpor was making an attempt to effect a compromise between the European concept of highly selective institutions engaged in highly specialized studies in the subject matter disciplines with intensive research by faculty members, and the American college tradition which was influenced by the ideals of an egalitarian society in which the individual would be encouraged to rise to the limits of his abilities. The subsequent development of junior colleges resulted in several types, including:

- (1) private two year colleges with limited objectives, closely related to the beliefs of the individuals and groups which founded and supported them. Their goals in the main centered around the college-transfer programs as viewed from a denominational position.
- (2) Technical institutes with the sole function of teaching knowledge and vocation skills which would allow the individual to enter a specific occupation.
- (3) Extension centers or branch colleges, established by larger parent institutions, which offered a wide range of educational services from formal college level courses to short courses and conferences for occupational and professional groups. Extension centers are generally secondary to the central concern and activities of the parent institution and are thus accorded a lower priority status.
- (4) Comprehensive community colleges with purposes of covering a wide range of post-high school educational services, from cultural activities of general community interest to college parallel courses. The comprehensive community college is unique in that it is the only one of the various types of two-year institutions which sees as its role the extension of educational services to all those in society who want to take advantage of them. It is, of course, this institution, the comprehensive community college, which has



undergone such rapid growth and expansion in recent years as our educational system has responded to meet the most pressing problems of our society.

The creation, development, and implementation of the "Master Plan" for Higher Education in the State of Illinois, which among other things, authorized the establishment of a state-wide system of comprehensive community colleges, is an excellent example of how educational policy at the state level is a consequence of basic economic, technological, and social problems which are made the subject of political action through the legislative process. This model is followed in other states where community colleges have been and are being established. The initial action in the development of the Master Plan in Illinois was the establishment by the General Assembly of a number of special commissions to make a thorough study of higher education and its contribution to the welfare of citizens of the state. After reviewing the results of four major studies which forecast, among other things, the need for rapid expansion of public institutions of higher education because of tremendous population growth and the need for major increases in financial resources required to carry out this expansion, the General Assembly established a Board of Higher Education as a permanent coordinating and planning agency for the state's higher education system. The chief task assigned to the Board was the preparation of a Master Plan for Higher Education which would take into account the various roles to be played by public and private colleges and universities, public junior colleges, and other educational agencies. The Higher Board, concerned with basic social and technological needs,



66

authorized the creation of several study committees and advisory committees to examine current practices in state institutions and to project future needs. Membership on these committees included representatives of the major businesses and industries of the state, labor representatives, and representatives of faculty, administration, and board from higher education. Numerous public hearings were held to review the findings and conclusions of the committees and the reports were widely disseminated in the press. The entire project culminated in the adoption of the Master Plan for Higher Education in Illinois in 1965. Among the major provisions of the Master Plan was the provision for the establishment of a system of community colleges and a classification by function of the role to be played by all institutions of higher education in the state. <sup>1</sup>

Acknowledging the fact that state action creating comprehensive community colleges is prompted by an assessment of state needs, what procedures, methods or models are employed in the local community colleges themselves to convert the changing needs of society into a viable statement of objectives and related programs? The most prominent feature of the laws which govern the establishment of community colleges and the general regulatory policies which govern their operation is the strong commitment to the identification and solution of local community needs through the active involvement of local citizens and the professional staff of the institution. The dual concepts of community participation and the extension of educational services and programs to all who can profit from them are common to the whole community college operation from the initiation of action to create a college to the introduction of new courses

into the curriculum. The following organizational models illustrate the framework through which this participation and interaction are accomplished.

(a) **Feasibility Study**—Community colleges are not ordinarily established in communities by state action since state legislatures simply adopt enabling legislation. The burden then rests with the local community to demonstrate need by conducting surveys and making studies of local conditions. Public hearings on the results of these studies are held. Colleges are established where local educational needs warrant them and then only after all citizens validate the decision in an election.

(b) **Board of Control**—Public community colleges are governed by a board consisting of laymen selected by popular election from among the citizens of the college district. Board members are likely to be responsive to the needs of their district and the citizens who reside in it.

(c) **Advisory Committees**—One of the most commonly used methods for providing an effective channel of communication between the institution and its community is the establishment of lay advisory committees. These committees represent a "grass roots" approach to the development of educational policies and programs in the community college and are a way of capitalizing upon the interests, abilities, and needs of all segments of the community. Typical of the various types of advisory committees found in community colleges are the technical advisory committees established for each technical program offered in the college. Membership on these committees usually consists of representatives from related industries in the college district.

(d) Professional Staff—In the final analysis the judgments, values, philosophy, and attitudes of the college's professional staff weld all of the external and internal forces affecting the institution into a viable philosophy from which the statement of objectives and program is extended. The professional staff is itself affected by a number of contending forces which influence their perspective and decisions. These range from the policies of accrediting agencies and state and national government regulatory agencies to professional organizations and committees.

An analysis of the stated educational purposes of some seven community colleges located in Illinois as they are found in their catalogs, reveals a striking similarity among the institutions. <sup>8</sup> This uniformity is somewhat unexpected, especially in view of the claims of community college proponents that these institutions are structured to meet local community needs and to keep abreast of the current needs of society. One might expect a rather wide range of views concerning the nature of the community college task. All of the statements included points similar to the statement of purposes developed by Dr. Ferris H. Crawford, which is, according to some authorities, one of the most comprehensive and concise outlines of educational purposes (for community colleges) available in the literature.

. . . it is appropriate for community colleges to provide, for all persons above the twelfth-grade age levels, education consistent with the purposes of the individuals and the society of which they are a part, subject only to the restrictions in the state statutes . . . The educational needs appropriate for community colleges to fulfill at this time include:

(1) The need for programs of liberal arts and science courses, usual to the first and second years of college, which will provide sound general and preprofessional education of such quality that credits may be transferred to a nationally or regionally accredited four-year college or university and applied towards degrees of the baccalaureate level or higher.



(2) The need for vocational and technical programs in the trades, industrial, agricultural, and semiprofessional fields. Such programs may be of long or short duration, depending on the amount of time needed by the student to complete the requirements for entrance into the occupation.

(3) The need for programs of courses for adults and other community college students, for which credit may or may not be given, designed to provide general education and to improve self-government, healthful living, understanding of civic and public affairs, avocational growth, constructive use of leisure time, personal and family living satisfactions, cultural depth, and to facilitate occupational advancement.

(4) The need for individual services to students including guidance and counseling, assistance in career selection, removal of deficiencies in preparation for college programs, personality and health improvement.

(5) The need for programs and services for individuals and groups interested in cultural, civic, recreational, or other community betterment projects. 7

There is some evidence that community colleges have increased the democratization of post-high school education, at least in communities where they exist. Several studies have shown that when a community college is organized, a much larger percentage of the high school graduates continue their education than would otherwise be the case, and a higher percentage continue their education in communities with comprehensive junior colleges than in communities with other types of public colleges and universities. The impact of community colleges in equalizing educational opportunity is also seen when factors such as student ability level, father's occupational level, and socioeconomic level are considered. Junior college communities send more graduates on to college in every ability quintile. In the lowest student ability quintile the overall drawing power of junior colleges is nearly twice that of state colleges. When comparing

the ability and socioeconomic variables in combination, studies show that the percentage of high school graduates with high ability but of low socioeconomic level who enroll in college is highest in communities with junior colleges when compared to communities with other types of higher education institutions. It appears then, the junior college is capable of meeting the needs of all students and adults.. The present network of junior colleges in the state appears comprehensive, but lacking in absolute participation. The present areas in the state that are not members of a recognized junior college district is substantial and probably will only be remedied by legislation.

Recent developments in recommendations from the Board of Higher Education has precipitated much concern among institutions of higher learning. The proposed ceilings being considered under the Master Plan for four-year state universities may well enhance the continued rapid growth of the junior college. At best the burden of the first two years of education beyond the high school level will fall more and more upon the junior colleges.

The quality and purpose of the junior college will be tested severely in the next few years, as the period of initial adjustment for most is over, and the future effectiveness will be commensurate with the objectives set forth. The future of the junior college system is limited only to the vision of the present leaders in the field.



## FOOTNOTES

<sup>1</sup>The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois (Springfield, Illinois, July 1964).

<sup>2</sup>Michael Harrington, The Other American (New York, 1962).

<sup>3</sup>B. Lamar Johnson, Address: "Innovation and Experimentation in the Community College," William Rainey Harper College, September, 1967.

<sup>4</sup>B. Lamar Johnson, ed., Systems Approach to Curriculum and Instruction in the Open Door College (Los Angeles, 1967), Occasional Report No. 9.

<sup>5</sup>Leland L. Medsker, Address: "The Comprehensive Community College—Its Mission and Program," William Rainey Harper College, September, 1967.

<sup>6</sup>G. Mydral, Challenge to Affluence (New York, 1962).

<sup>7</sup>"The Fantastic Growth of the Two-Year College," Changing Times, September, 1968.

<sup>8</sup>Belleville Junior College, Danville Junior College, Joliet Junior College, Kaskaskia College (Centralia), Lake Land College (Mattoon), Parkland College (Champaign), Prairie State College (Chicago Heights), Unpublished College Catalogs.

## THE COMMUNITY COLLEGE

### Programs and Students

The fact that community colleges are the catalysts for the democratization of higher education gives them certain characteristics which have implications for their programs and personnel. The most important of these is the nature of the students who are enrolled. Many studies have been made of the junior college student's ability level, socioeconomic background, motivation, and values. Among the most salient characteristics of the typical community college student to be identified is one study of some 22,000 students entering the class of 1961, are the following: the students were young, with more than 57 per cent 18 years old. Less than two per cent were over 30. Men outnumbered women two to one. Community college students tend to come from homes where the educational attainment of parents resembles that of the general population. Almost one-fifth of the parents had no high school education. Many of the fathers had occupations in the crafts and unskilled classifications. Community college students ranged from very high to very low in ability level but the ability curve of all entering students was skewed to the left when they were compared to college students in general. Of 22,000 students in the study, 31 per cent fell in the lowest stanines of ability levels. Approximately 59 per cent fell in the middle three stanines and 14 per cent in the top three groups. Most community college students, however, enrolled in the college transfer program. More than half of the students in the lower ability quartile

selected the transfer program and the percentage increased as ability increased. Even though more than 70 per cent plan to transfer, less than one third actually do. In fact, many of them do not complete their community college program. Sophomore year enrollments in community colleges are about half that of the freshman class. In the study of 22,000 students it was found that 14 per cent dropped out after the first term, another 22 per cent after the second term and another 30 per cent after the third term. When compared to university students, community college students showed a lower "social maturity." As a group they are more conventional, less independent, and more authoritarian. 3

Obviously, the community college student, in most cases, is a different learner, indeed, from those who have traditionally presented themselves at college doors, and community colleges cannot simply pattern their programs and professional staff on the college and university model if they are to serve their students effectively.

When we compare the functions of community colleges to those usually associated with colleges and universities, a difference of emphasis is apparent in at least three areas. Universities are committed to the responsibility for the generation of new knowledge through pure and applied research. Thus, the major effort of many university professors is directed toward research studies and the publication of the results. The university professor's rank and status are likely to be directly related to his success in this area. Teaching for top ranking professors is generally confined to upper division and graduate work.

Public service at the university involves consultation with business, industry, and government. Participation in these activities by university

university personnel is normally at the state, national and international levels.

We find a rather sharp delineation between the community college and the university on these points. Faculty members in community colleges are in general not required to engage in research or to publish but are, rather, encouraged to fulfill their teaching responsibility. Professional growth, teaching effectiveness, and concern for the welfare of students and the community are criteria by which community college instructors are judged and (hopefully) promoted and paid. Like the university professor, the community college instructor may do consulting work and is encouraged to become involved in professional activities outside the confines of the institution, but in his case the involvement is more likely to be limited to the geographic area in immediate proximity to the college and is not likely to take him out of the classroom and away from his primary concern. Also, in contrast to the university, community colleges tend to place greater emphasis on the counseling of students and faculty-student relationships. The community college teacher is often assigned specific responsibilities for students in the area of academic advisement, counseling, and supervision of activities. It is thought the resulting faculty-student relationship will enable the college to partially fulfill the need for individual attention and service to the student.

Perhaps the most serious deficiency to be found in statements of purpose commonly adopted by community colleges is that they tend to prescribe the traditional university curricula, methods, and procedures for attempting new and dynamic goals for a different breed of students. Rather



than run the risk of ostracism by the older, established colleges and universities, community colleges rush to acquire the attributes of academic respectability in the form of accreditation, "college level" courses, transferability of students, and so on. Perhaps this recognition is gained only at a very high cost: that is, the loss of independence to pursue a new course, a different approach to the solution of a unique educational mission. Dr. Lyman A. Glenny, former Executive Director of the Illinois Board of Higher Education, spoke to this point in delivering an address before the Illinois State Junior College Association in which he challenged all institutions of higher learning to redefine their purposes and goals:

Our commitment must be toward motivation, toward relevancy, toward the learning process, and toward making man liberal and open by challenging, through reason, his values and his behavior.<sup>2</sup>

Comprehensive community colleges typically offer a broad curriculum and carry on a wide range of services and activities in an effort to serve the diversity of students who enroll and to achieve the purposes to which they aspire. Course offerings can generally be loosely divided into the following curriculum patterns:

- (1) The transfer curriculum which largely follows the requirements and course structure of the universities and four-year colleges to which students transfer.
- (2) The vocational and technical programs in the trades, industrial, and semi-professional fields, which run up to two years in length.
- (3) The community service programs, including adult education, which



are uniquely adapted to the local community.

(4) The remedial and developmental courses for students of limited ability and background who cannot qualify for transfer, technical, or vocational studies.

It is not possible within the confines of this paper to discuss in detail the nature of the courses which make up each of these divisions. However, some curricula and instructional issues which are pertinent to community colleges capacity to fulfill their unique task can be identified.

A. The pattern of breaking down the function and consequently the curriculum of community colleges into separate and distinct divisions may serve to produce a student with a narrow perspective, unable to fit into a career and a society in a future which is largely unknown. This problem is particularly relevant in the vocational and technical programs. Students in vocational and technical programs, like their counterparts in other college and university programs, need to function as intelligent, active, and informed citizens, consumers, and members of social groups. Therefore, the student must have broadening educational experiences which answer the goals of general education.

It is necessary to include general education in the technical and vocational programs so the student does not feel that all other educational choices are forever closed to him. His program must include the kind of education that prepares him to share fully in the life of society and makes sure he is not simply an instrument to serve its economic needs. Vocational education must be to some extent

liberal education in that it does not close off the possibility of further education or unduly limit other choices of work. Junior colleges have made greater progress in developing the specialized phases of their vocational and technical programs than they have in related general education studies.

B. The curriculum for college transfer students in community colleges is typically a patchwork of often unrelated liberal arts courses which colleges and universities in the vicinity have agreed to accept for transfer credit in lieu of work completed at their own institutions. New community colleges, in an effort to gain recognition by four-year institutions and accrediting agencies, often follow this expediency rather than building a general education curriculum based upon the needs of a less academically and intellectually oriented student body. While it is true that community college transfers must be prepared to compete with native students in the four-year colleges where they enroll, it does not follow that the community college program must duplicate in every respect the freshman and sophomore program of colleges and universities. Such duplication of courses and programs negates the need for junior colleges.

Community colleges have to develop a college transfer curriculum which recognizes the academic dimension, the motivation and background of their students, and the unique teaching commitment of their faculties. Community college students must be taught and nurtured in a way that they can develop to the maximum of their talents while preparing to enter the four-year college. Courses which are modeled

after those offered in the colleges have devised a general education curriculum which answers their needs, then they must make a concerted effort to impress upon four-year colleges and universities the necessity of recognizing and accepting the program in total and to drop the absurdity of admitting students on the basis of matching courses.

C. The diversity of community college students and programs means that the guidance and counseling program must be geared to assisting students to identify their abilities and aptitudes, to assess their deficiencies and potentialities, and to relate those to their aspirations. Unless the college is prepared to provide this service, the open door policy of admissions can lead to failure and frustration of students pursuing courses and programs in which there is no hope of success. Glenn has said this is the most crucial problem facing higher education.

The biggest challenge we have today in higher education is connecting students with available opportunities. We must make sure that every student knows what kind of educational opportunities—what kinds of programs, institutions, financial aid—are available to him. At the same time we must help him discover what his abilities are and then counsel him into right programs.<sup>1</sup>

The high drop-out rate in community colleges and the high per cent of transfer students failing at four-year colleges is evidence that counseling programs are inadequate. Community college counselors will not be able to rely on the tests and

placement techniques used in four-year colleges. Their task is two fold; First, to help the student to identify and use his personal resources to make the most effective use of the learning resources available to him; and second, to study, evaluate, and recommend changes in the college's programs and activities which will promote the self-development of the student. At the present time no accurate instruments for measuring the potential of human achievement have been discovered, nevertheless, community colleges must devote adequate resources to the task of helping each student develop realistic goals with the diagnostic devices that are available.

D. One of the most controversial and misunderstood programs offered by community colleges is the remedial and developmental courses for students who lack the necessary skills to enter any other program. These courses parallel work offered in the high school or even elementary school. While there are probably practical limitations to the services community colleges can effectively offer, it is clear these courses and programs are necessary if we are to extend post-high school education to all. The challenge for community colleges in remedial and developmental programs is that of devising new and innovative approaches to teaching these basic skills. There is no reason to believe a repetition of techniques and approaches which failed at the elementary and secondary school level will be successful.

E. The community college teacher holds the key to the success of



its programs. Faculty members must be trained and recruited with attitudes and values attuned to the philosophy of the institution and who will attempt new, and innovative teaching methods if community colleges are to be recognized as independent and unique institutions serving an entirely new area of educational needs. If community college teachers choose the expediency of merely adopting the practices and traditions of their colleagues in the secondary schools and universities, and there is some indication this is happening; if they won't teach other than by the lecture method; if they won't group students other than 25 to a class; if they won't pitch their instruction to the understanding and values of other than the middle class; if they won't accept as an equal their non-academic colleagues from industry; if they won't recognize that the student learns best by self-generation and seeking; if they won't equate "college" standards with the needs of the student; if they won't sacrifice research and writing for teaching; if they won't accept "teacher" in preference to "professor," then the community college is not unique; it is either a second-rate college or a glorified high school.



#### FOOTNOTES

<sup>1</sup>"Glenny Moves to New Educational Battlefield," Decatur Herald and Review, December 8, 1968.

<sup>2</sup>Lyman A. Glenny, Address: "Illinois Higher Education: Progress and Opportunity," Annual meeting of Illinois Association of Community and Junior Colleges, October, 1968.

<sup>3</sup>Leland L. Medsker, Address: "The Comprehensive Community College-- Its Mission and Program," William Rainey Harper College, September, 1967.

# **DATA PROCESSING**

## **An Overview**

## Introduction

During the internship year, the opportunity to develop a systemized process of recording basic information on the faculty and staff of Lake Land College presented a myriad of experiences culminating with the involvement of data processing for expedient reporting. The information desired was to be used for a variety of purposes including:

- a. Preparing of reports on faculty statistics for various agencies such as the state application for recognition and the battery of Higher Education General Information Series (HEGIS) on the national level.
- b. General information desired by the Dean of Arts and Sciences, and the Dean of Vocational Technical Education for evaluating and assigning their respective faculties.
- c. Availability and placement of faculty for evening college assignments by the Dean of the Evening College.
- d. Administrative review of the general qualifications of the faculty and staff.
- e. Utilization of experience and salary factors calculated to enhance the process of Faculty-Board negotiating sessions.

The involvement in the data processing department was involved to the point of actually planning layouts and sequence of information which led to a general knowledge of the inner workings of the field. The experiences of actual involvement proved most interesting and provoked the writing of this paper to gain a limited knowledge of the data processing field. The paper neither attempts to present an indepth analysis of data processing or

a technical explanation of the languages and hardware involved. It merely gives a brief overview of the capabilities of data processing from the viewpoint of the non-technician. A general knowledge will permit the school administrator to utilize those services applicable to his school system.

### The Objectives

A simplified definition of data processing is the handling of data through machines. The impact of this brief statement is far-reaching and its meaning and implications extend into all areas of life.

Data processing is a general term used in the field to encompass all the various aspects of the science. It is for all practical purposes an applied science, thus, its value is based upon what it can do and not on what it might be able to do. This value is measured in terms of the tasks it performs, the jobs it accomplishes, and the problems it solves.

The general impression held by most laymen credits the ability of the process to that of the intricate machines that perform tasks superior to that of man. This assumption is totally without fact, as is admitted by the technician of data processing. The capabilities of the computers and their related feeder machines is only as functional and efficient as the human element that is planning and directing the process. The advantage of data processing lies in the speed in which the operation can be performed and in the exactness of the repetitiveness of the procedure. Each item of data that can be reproduced by the computer must be programmed and fed into the machine by trained individuals. The common adage of data processing personnel that reads, "garbage in—garbage out" is very accurate.

In light of the previous paragraph, data processing is merely an extension of mans' mental powers to direct non-human machines to perform the routine work that further frees man to extend his knowledge.

### History

The "age of the computer" did not descend upon the populace in recent years. In fact the earliest recordings of attempts to relieve man of performing routine repetitive tasks dates back to 1801. About this time A Frenchman by the name of Joseph Marie Jacquard invented a punched card textile loom. The machine was capable of intricate weaving patterns determined by the insertion of varied punched metal cards. The machine was capable of reading the cards and weaving a pattern according to the distribution of punched holes. The finished product was a fully woven piece of material, while the machine was capable of repeating the same process over and over. Jacquard's invention gained little acceptance by the public at the time and it was some forty years later before the value of the loom was recognized. However, the punched card as devised by Jacquard was the forerunner of all punched card controlled systems. Present card systems are very similar in principle to the original.

The development of further systems was surprisingly slow as the next practical application of the principle was developed almost 100 years later. The interest in punched card systems was precipitated by necessity around the middle 1880's. The United States Constitution provides for a national census to be taken every ten years and the increase of population around this time caused concern about the ability of any group to effectively tabulate the figures by hand. In fact some felt, based upon the 1880 census,



the task in 1910 may well take ten years to complete completion. The need for a more efficient system must be developed if the result of one census was to be known before it was time to conduct the next.

In 1883 an employee of the census bureau named Hermann Hollerith, interested in the problem of data tabulation, devised machines that could record, compile, and tabulate census data. His machines utilized the punched card to the extent of sorting and tabulating the results of the 1890 census. The task was completed by 1893, thus attesting to the efficiency of Hollerith's machines. In 1896 Hollerith, realizing the potential of data processing, left the census bureau and formed his own company, the Tabulating Machine Company.

In the early 1900's the Census Bureau employed James Powers to design additional equipment for the 1910 census taking. Powers developed machines that would punch, sort, and tabulate and used a slightly different format for the punched card than did Hollerith. The success of his equipment in tabulating the 1910 census also inspired him to form his own company, the Powers Accounting Machine Company. He felt the application to the business world offered much promise. Both of these early pioneers in data processing essentially designed what is now known as the Unit Record System of data processing.

The subsequent history of the companies started by Powers and Hollerith were eventually to become the modern day giants in the computing industry. Powers' early company began to merge first in 1927 to form the Remington Rand Company and in 1955 with the Sperry Gyroscope to form Sperry-Rand Corporation. The punched card equipment was marketed from the Univac

division of Remington-Rand and generally today the machines are referred to as Univac Machines.

Hollerith's Company developed through mergers in 1911 with the International Time Recording Company, and in 1924 the Hollerith name was changed to International Business Machines Corporation. Much of the early contribution made by I. B. M. are still used in the same basic format today.

### Machine Development and Utilization

The original Hollerith Company marketed four basic machines in 1914, the card punch, the gang punch, the sorter, and the tabulator. The basic principal and names of these early machines are used today. In the 1940's the computer was developed to add the potential of storing information and performing difficult operations. The function of the computer can be simply defined as an input, processing, and output of data to solve various numerical problems. Later sophistication of the computer created the potential for storing different processes in the memory banks. Thus, the input could be computed from functions called from the memory bank, processed, and the output was available without repeating the human instructions for each new process.

A simplified operation of the hardware used would be initiated with the information punched on cards by the card punch machine, verified for accuracy on the verifying machine, sorted into proper sequence by the sorting machine, matched with other cards of extended information in the collator if necessary, combined with a punched card deck of programmed instructions for the computer, placed in the calculator for input into the computer, and when computed, the information can be printed on various forms on the printer.

Each machine performs a separate task in the chain of operations that is necessary to produce printed documents. The rapidity of the operation is extremely fast at the point when the human processes are completed. The sophistication of new machines, often referred to as different generations, are basically to increase the speed of operation and increase the memory capacity of the computer.

### Data Recording Devices

Various systems are presently in use to record and store data. The most common and extensively used system is the punched card, while other systems as the paper tape, magnetic tape, and magnetic disk are utilized in various degrees. A brief explanation of each system is presented to display the varied sources of data recording.

The punch card.—The punch card may be defined as a card of standard size, usually  $7 \frac{3}{8}$ " x  $3 \frac{1}{4}$ ", into which holes can be punched to represent information and which can be processed by machines. Each card has 80 separate adjacent columns arranged vertically with usually a number at the top and bottom of each column. One number, letter, or code can be punched into each vertical column, thus each card may hold no more than 80 individual characters of information. The vertical columns are further divided into 12 horizontal rows, with ten of the rows having marked numbers from 0-9 at the bottom and moving upward in descending order to 0. Above 0 are two rows called 11 and 12 rows. Any punching position can be referenced by its column and row. It is then the combination of punched holes at various points on the card that determine the information contained. Once the cards are punched, they can be retained to provide the data at any time desired.

**Punched paper tape.**—The punched paper tape may be defined as a strip of paper into which holes can be punched to represent information and which can be processed by machines. The paper tape is usually about one inch wide and is stored on reels. Special machines can punch information onto the tape for rapid translation into the computer. The paper tape has five or eight channels which run the entire length of the tape. The vertical columns in the eight channel tape have eight punching positions for each column. The eight channels are numbered 1, 2, 4, 8, check, 0, X, and EL from bottom to top. Each column of the tape can represent one letter. For example, a four punch and a two punch represent the number six. The alphabet is prefaced by the X and O characters. The X plus O punch represents the 12 series on a card and letter character from A to I. The X punch represents the 11 series on the card and the letter characters from J to R. The O punch in similar fashion equals O and the letter characters from S to Z. For example, the letter B would be represented as an O and X punch and a 2 punch. Special codings are used to separate different data on the tape.

**Magnetic tape.**—The magnetic tape may be defined as a flat ribbon of metal, plastic, or paper that is coated on one side with a substance that can be magnetized and can be read in or written upon by a computer system. The magnetic tape is similar in design to the paper tape in reference to the method of recording characters, except the characters are placed on the tape by small magnetic charges and not punched. Magnetic tape is extensively used where the speed of the operation demanded is faster than the card can produce. The tape itself is usually 1/2" wide and 1200 to 1400 feet in length.



The density of the tape, or compactness of the columns, will range from 200 to 1000 characters per inch. The huge storage potential is shown by the fact a 2400 foot reel with 500 columns per inch can hold over 14 million separate characters of data, which is equivalent to 180,000 cards for recording the same amount of data. The tape can also be erased and used more than once.

**Magnetic disk.**—The magnetic disk may be defined as a random access storage device upon which information is recorded and on the magnetized surface of a revolving disk and can be read into or written upon by a computer system. The magnetic disk is a thin metal disk coated on both sides with a material capable of being magnetized. Each side of the disk is organized into a series of tracks and each track is a complete circle. The data are placed on the tracks of the disk and then the sensor arm can locate the desired data as the disk rapidly rotates. The sensor arm can move vertically to each track. The disk can hold about 200,000 characters on each side.

The particular system utilized depends upon the speed desired for processing and the amount of sophisticated machinery that can be relative to the budget available. Naturally, the magnetic tapes are faster and capable of increased storage over punched cards, but the costs are commensurate with the performance.

### Programming and Language

Previous statements in this paper have shown the importance of the human input that must precede any output of the computer system. The programming is the organized method in which instructions are fed into the



computer telling it what kinds of functions to perform. Programming, written in special computer languages, is a very detailed step by step procedure. Many individuals are unaware of the complexity of programming because of the relative ease the programmer performs routine functions unaware of many small details. If an individual were to systemize his every decision, a typical example of getting up in the morning may read as follows:

1. Open eyes.
2. Look for clock.
3. Shut off alarm.
4. Read time.
5. Decide on forty winks or more.
6. Close eyes.
7. Open eyes again.
8. Throw off covers.
9. Swing body around.
10. Hunt for slippers.
11. Stand up.
12. Stretch.

The example is used only to display what man takes for granted in his actions, and the type of instructions that must be given the computer if it is to carry out his commands. Programming, then, becomes the heart of the functioning of data processing.

The programmer first outlines his instructions and steps to cause the computer to respond to a particular problem or process in a particular way. Then, the information is translated into a language that is compatible with the type of computer being used. There are various computer languages, some native to a particular company's product, and some general languages that are used for various functions. The three basic languages are discussed below.

Fortran.—Fortran language was devised as a cooperative venture of various computer manufacturers to provide a language easily used for scientists and mathematicians. The user need not be aware of the mechanics of data processing, just the language itself. Thus, the language is devised and used mainly for mathematical problem solutions.

Cobol.—The cobol language, general in application to various kinds of computers, was devised to serve the business types of problems. The general difference in the languages of fortran and cobol involve the amount of input-output and processing that must be done. Cobol involves much input, little processing, and a great deal of output. Fortran on the other hand is just the reverse. Cobol is a language similar in style to the English language in that it consists of words, sentences, and paragraphs.

Programming language.—The programming language (P.L.) was developed to accommodate the more sophisticated computers being developed. It attempts to combine the positive features of fortran and cobol, with some original language. P.L. is a problem-oriented language that is written in a form similar to English and then translated into machine-executable form by the computer. The language will undergo refinements as the usage is increased. The language is modular in design using sets and subsets that may be applied according to the complexity of the problem.

Thus, the language is a means of providing input the computer can understand and proceed to give the desired output.

### Practical Application

The practical uses of the computer are utilized in an increasingly array of business, government, industry, and educational precepts. The routine details of collecting and tabulating data are now handled by a few computers rather than many men.

Data processing is playing a greater role in the nation's schools as the size of districts increase and record keeping becomes more complex. Some of the practical applications in schools today are listed below.

- a. Financial budget analysis, payroll accounting, and record keeping.
- b. Student class scheduling.
- c. Library functions as book lists, check out records, and cataloging.
- d. Equipment and material inventories.
- e. Data for reporting statistical information of the district.
- f. Faculty scheduling.
- g. Population trends.
- h. Building Construction.
- i. District attendance patterns.

Although the list is small at the present time, the continued and extended use of data processing will be of concern to all enlightened school administrators.<sup>1</sup>

#### FOOTNOTES

<sup>1</sup>Peter Abrams et al., Basic Data Processing, 2nd ed. (San Francisco, 1971).

## PROPOSAL FOR CHANGE

### A Climate Conducive to Innovation

The following proposal is offered not as a single thought for change but as a larger "umbrella" prototype, designed to provide a climate for and a systematic approach to change. At first, the ideas may not appear innovative but in reality they probably encompass a more complex interlacing of objectives than any single concept. The format is general and presented in light of the Lake Land philosophy of "student centered" education opportunities. Philosophies certainly vary among institutions as well as individuals, whether explored in detail or an overview of the total picture. It also appears that whatever basic philosophy a college aspires to and prints among its sacred writings, an investigation of the inner workings usually reveals the performing philosophy.

The community college seems to be sandwiched in the fertile "middle ground" of public education, thus the most opportune position in which to grow. The situation is unique and to conform to any standard other than continued innovation is a betrayal to the very citizens that envisioned community service. However, the path of least resistance seems to lead in the direction of "sameness" with everyone else, thus what ever is lacking at one college can be diffused readily by reference to a similar institution in the same condition. No doubt the transgressing of a new trail is a lonely journey and beset with numerous setbacks and dissenters. The community college has within its grasp the opportunity to be unique, to lead and shape society, instead of forever reacting to change and thus in a trailing position.



It is interesting to view the pattern work that prevails when a community college is in the formative years. What unique thinking has gone into the process. The following quote, by Lamar Johnson, is interesting.

**Standard operating practice for starting a new junior college in California is to get 200 acres, fifteen to twenty million dollars, a team of architects, and a package of recommended standards for space allowances per F.T.E.. Finding 200 acres almost guarantees that the site will be out of town. Local pride, the competence of the architects, and the American tradition that our great buildings are schools almost guarantees that the end results will be a show-place. There will be enough uniqueness of appearance to give identity, enough equivalency of space allotment to guarantee a "standard" program.**

The quote is not offered as criticism, but to display the danger signals that may be inherent in following established pattern and procedures.

The above is offered as a parallel to the continuance of eclectic approaches in program planning. For the most part, innovative ideas are spawned for local areas or regions, precipitated by a realized or imparted need. It appears few community colleges and public institutions devote specific funds or personnel for research or creative planning. This is not to belabor the point that the institutions are not producing creative and innovative programs, but I suspect many are singular in formation and plural in credit. Simply stated, the most beneficial ideas would have to be generated at the local level based upon local needs.

The random search for innovation and change is succinctly an arduous task and often fruitless without adequate incentive or expanded overviews. Fragmented change often leads to further fragmentation of efforts and perhaps unwise economy. It appears that to engender change, change itself must be defined, the factors that produce continuous change should be explored, and the overall purpose of the college redefined in light of past accomplishments and present practices.

What is the nature of factors existant in a college that seem to be a causal effect in promoting change? It is quite evident that some colleges are vigorously engaged in innovative programs and practices, while others seem to stabilize and remain much the same over the years. It must be assumed at this point that innovation doesn't just happen to a college. In fact, it may be an illusive prey if a serious attempt is not made to find and promote the idea.

Lamar Johnson<sup>1</sup> reports that Keuscher has identified characteristics that seem to be associated with junior colleges that are innovative in teaching and curriculum development. The following are among the practices that characterize innovative colleges.

1. Well defined goals.
2. Systematic gathering of data on the community.
3. Close contact with lay committees, four year institutions, and employers.
4. Well defined procedures for decision making.
5. Open channels of communication within the college and between the college and the community.
6. Resistance to community pressure groups.

I find the six points to be what would be normally expected for any institution desiring an innovative outlook. Generally described, they tend to provide orderly methods for open communication networks between all aspects of a community and its college. It is interesting to note number six dealing with resistance groups. It appears to hit at the center of many arguments

presented by uninnovative colleges that purport an inability to innovate due to negative feelings in the community. If a college is to be restricted to the conservative dictates of a minority vocal group, then perhaps innovation has no place in that college after all. An obvious omission from the list is the colleges wealth factor. This is probably the most used of all excuses why some colleges are not able to be innovative. However, it can not be clearly shown that wealth or a lack of it is a major factor in the characteristics of innovative colleges. In the present day of federal and state monies available for special projects, a forward looking and dedicated college can sustain a very active program of innovative practices. I believe the leadership of a college sets the stage at this point, either being committed to a vigorous program of innovation or an incidental approach with fragmented results.

The factor of administrative leadership has been mentioned briefly earlier in the paper, but deserves much greater attention. To provide a climate in which change flourishes should be the utopian dream of administrators. The role an administrator plays in encouraging innovation is clearly of central importance. They must take the leadership in the formulation and faculty acceptance of college objectives. In turn, these objectives must clearly provide the avenues for an active interchange of ideas. The administrator is in a most opportune position to both provide innovative ideas and actively promote the pursuit of new methods in the faculty. The commitment on the part of the administrative staff is reflected in the allocation of funds to enable the exploration of innovative practices by the faculty and staff.

Closely tied with the administrative commitment to innovation is their further indulgence in giving the faculty an important right--the right to fail.

The faculty, if they are to be creative in experimentation with new ideas and methods, must enjoy a sense of security that allows them to fail gracefully. It must be understood that all new approaches will not succeed fully, thus a positive attitude must prevail among the faculty. The path to success is often laden with minor setbacks and failures. I suspect, however, that most attempts are never failures for some good is surely gleaned from the questionable approach.

Closely aligned with the faculties rights in dealing with change is another important aspect in the ways that innovation can be part of a colleges practices. The right to be innovative is a choice that must be made by each faculty member. It should not be assumed that every faculty member can be comfortable in a college espousing change. This is certainly their right, but perhaps an embarrassing situation can be avoided by close scrutiny on employment practices by the administration. The applicant for a faculty position at an innovative college should be carefully questioned about general attitudes on change. It should be clear to the applicant what would be expected of each in terms of innovative programs. If properly organized, the selection of new faculty can be rewarding to the creative individual and without embarrassment to the individual that could not function in such an atmosphere.

Much has been written about administrative and faculty attitudes concerning innovation, but according to Lamar Johnson<sup>1</sup> the segment of the college that has either not been involved or their involvement not reported, is the student. We must assume that the basis of any innovation is improved student performance. Without this assumption of course the most sophisticated objectives and methods are meaningless. The student can and should be involved



in the process of change and innovation. He is in a position to serve on the various committees and to render important evaluations of present practices and ideas for future improvements. His involvement can lead to positive attitudes about the nature of change and the acceptance of his role as the so called "guinea pig".

An interesting approach to stimulating change is reported by Lamar Johnson.<sup>1</sup> He advocates the appointment of a special individual to promote change, perhaps a "vice president in charge of heresy". This approach is presently used in some junior colleges in various forms, some on the individual level and others on a committee level. Whatever the method used, the main function of individual or group is to promote and stimulate ideas on change and innovation. They are free to attend conferences and meetings, visit other colleges, and in general to seek out new ideas wherever possible. The role of dreamer, harbinger, and instigator of change would be appropo of the individual or committee. Every means of stimulating faculty and administrative personnel would be used by these persons to promote and plant seeds of change. Johnson has purported that in the most persuasive sense of the word, "huckster" may be an appropriate title.

A final approach to fostering new and innovative ideas in colleges lies in the direct involvement of as many faculty members as possible in the process. Several approaches that have seemed to be successful in some junior colleges are listed below.

1. Faculty visitations to centers of innovation and to other colleges where new programs are in existence that would be of interest to them. This may be accomplished through travel in the summer months or released



time during the academic year. The amount of visitation would be limited according to local commitment of funds, but the proper election of possible centers would facilitate a wise investment in maximum potential for effectiveness. Two apparent values of this method is the opportunity for first hand information and the broader base for the reporting of new ideas to other faculty and staff members. An enthusiastic observer of a challenging and new program can do much in stimulating others in his support of the program.

2. The attendance at conferences and seminars devoted to change in the junior colleges is another means of getting acquainted with new ideas and developments. Many conferences are devoted to the theme of innovation and much can be gained by attending. It would be suggested that teams be sent to such conferences representing the administration, faculty, and student body in order to gain a wide coverage of the different programs. The team approach can also provide interesting interpretations of the material presented, certainly not stereotyped from any particular vantage point.

3. Another method of obtaining ideas concerned with change is by reading of various books, journals, magazines, and etc. While this is a way to provide much literature in the field with very little in the way of costs, certain cautions should be scrutinized carefully. The persistence of many to read large volumes of printed material is questionable. It is very easy to become involved with other more pertinent matters regarding the immediate functioning in ones position. Secondly, it is difficult to surpass the advantages of actual visitations

and first hand information. The chance for interchange between the visitor and the personnel in the experimental program is a vital tool to be used, and not possible through the printed work. Reading is not to be underestimated, but one should be cognizant of the possible limitations.

I have discussed the methods that may be used in a single college to foster change, but other important methods should not be overlooked. Any method that produces results for a college should be considered effective and important. Colleges may also band together in mutual agreements or consortium arrangements that may enable a more effective program to be developed.

Lake Land College, in the near future, will begin to inhabit facilities where innovation and change should be the "in thing." However, the reverse may be evident if the settling in process becomes permanent complacency, now that a major objective has been accomplished. The leaning post will be removed—perhaps the true nature of the animal will be revealed.

I propose the following steps be undertaken to correlate change and the methods to achieve such.

1. An in-house evaluation of present and future objectives of the college from a multi-level approach. The vehicle that would appear at this time to be most appropriate is the North Central Self Study. The critical eye of the faculty, administration, and student body would scrutinize the devising of this report.
2. The personnel and time necessary to produce an in-depth study of student and community needs. This is a localizing effect which

determines the needs of District 517 specifically, and in relation to the outside pressures on the state and national level that influence the process of analysis.

3. The commitment of 5% of the education budget revenue specifically targeted for research, innovation, and change. The funds would be available in the forms of salaries, grants, and travel assistance.

4. A research foundation formed to collect and disseminate information regarding change. Faculty, students, and administration would be encouraged to submit proposals advocating potential innovation to a committee selected by the Presidents of the College and Faculty Association. The committee consisting of faculty members, administrators, and students would fluctuate according to the nature of the proposal. A generous representation of various interest groups would make up the committee. If the committee deemed the proposal had merit and was in harmony with the stated objectives of the college, the person submitting the proposal would receive funds and or released time to pursue his ideas. Complete procedures for extent of time allowed, occasional reporting, and etc. would be devised between the committee and the person.

The commitments of steering a college toward the practice of innovation is a bold step, but progress is a never stagnant affair. I believe the maintenance of a stable program is commensurate with back sliding, and only through innovative practices does a college move forward.

FOOTNOTE

<sup>1</sup>B. Lamar Johnson, Islands of Innovation Expanding: Changes in the Community College (Beverly Hills, California, 1969).

**SECTION IV**

**SUMMARY AND EVALUATION  
OF THE  
INTERNSHIP EXPERIENCE**



## SUMMARY AND EVALUATION

The prescription administered jointly by Eastern Illinois University and Lake Land College uniquely blended the critical ingredients of academic and practical involvement in the pursuit of administrative competencies that enabled this intern to regard the experience with deep respect. The cognitions and perceptions of the internship expressed in the introduction to this paper were fulfilled beyond all expectations. That every intern, dedicated to acquiring the skills of competent administrative leadership, could experience the satisfactions received by this intern would indeed prove to be a worthwhile endeavor. The success of any program is commensurate with the implicit effectiveness of the challenge and the subsequent performance of that challenge in a satisfactory manner. The past year has provided those valid and valuable objectives.

The broad nature of involvement anticipated in the beginning was to become a reality during the past months at Lake Land College. My schedule was as varied and challenging as one would anticipate in functioning in the office of the Vice President. The role itself crosses the paths of all aspects of the college and as the focus of much of the detail work that ensures a well ordered and functioning college. The entries in the daily log attest to the varied involvement in the life of the college, and I will not attempt to reiterate the details at this point, rather the presentation of a general summation will be used to describe the practical aspects of the internship.

The initial part of the year was spent in the process of equalizing myself with the personnel at Lake Land College and the general functioning of the various programs. While being experienced in public school administration,

the junior college routines, policies, and procedures were to present a new challenge. I was able to spend considerable time during the first few weeks in acquiring new perceptions of a school situation structured in a much different way than the public school. Methods of operation, terminology, financing, and perceiving students was totally new. It became necessary to learn the vernacular of the junior college in order to communicate effectively with other faculty and staff members.

The President and Vice President were most eager to discuss the junior college movement in general and Lake Land College in particular at any time. I gleaned a great deal of information from these gentlemen in a short period of time due to the nature of the interchange of questions. This eagerness to discuss the college in detail continued throughout the year.

Subsequent weeks brought mutually agreed upon responsibilities that were to be completed during the period of the internship. General areas included the completing of all state and federal reports concerning the college, the writing of various federal applications, and the formation of an Alumni Association. These duties were interspersed with the normal day to day items that demand immediate attention. I was soon totally involved much to my pleasure. The demands of completing the general college reports and the writing of various federal applications afforded the opportunity to work with all the administrative departments in some detail. For example, the collection of data about the faculty led to my working directly with data processing to program the information in card form for easy and accurate retrieval through the use of the computer. The writing of a state application for a vocational-technical program led to an involvement with the various aspects of vocational

education. I wrote a project to offer educational and vocational courses to the inmates at the Vandalia State Penal Farm at Vandalia. Several meetings were attended at Vandalia and Springfield to discuss the program with the prison and state vocational board personnel. The project was approved and the Dean of Vocational-Technical Education at Lake Land College was informed the proposal would be used as a model for all such programs in the state.

The construction in progress for Phase I of the Master Plan for the new campus site and subsequent planning for Phase II provided many experiences for involvement. The Vice President handled the majority of planning for the new buildings so meetings with architects and contractors were common place. My previous involvement in school construction was broadened through the multi-million dollar building program at Lake Land College.

The formation of an Alumni Association for the college provided some interesting experiences. My initial approach to the venture involved surveying most of the junior colleges in the state as to their establishment of similar associations. The responses revealed that although most colleges felt the need for an alumni association very few actually had developed such a group. Thus the challenge became one of establishing objectives and procedures that were totally new. The interest of a group of about twenty-five former graduates led to the tedious job of adapting an alumni association to a junior college environment. The persistence of the group combined with a systematic approach to the problem led to the formation of the Association as an official body. The Alumni are now functioning very effectively as a valuable partner in the junior college operation, and have many plans for the future. It is ironic that I received several requests from other junior colleges, having

heard of Lake Land's Alumni group, seeking methods to use in establishing similar groups.

A very interesting involvement in the inner-workings of the administration of the college was gained from my inclusion in the President's Cabinet. The cabinet is composed of the top administrative personnel at Lake Land including the Vice President, all Deans and Associate Deans, and selected directors of various programs. The cabinet met regularly on each Monday morning to discuss policies, procedures, and problems that pertain to the central functioning of the college. I found a very effective interchange of opinions between the members and the president. Issues were pursued in depth, often with some disagreement among personnel, but the final recommendation was met with general agreement. I found the president very effective in the art of delegating decision-making to the responsible administrator and a dedication on his part to support the decisions that were made. The smooth functioning of all aspects of the college can be attributed to the effectiveness and cohesiveness of the President's Cabinet. The observations I made of the various administrators during the meetings provided a great deal of insight into their perceptions of the role they had assumed in the college.

I definitely feel my acceptance by other administrative personnel and the nature of the responsibilities I carried led to my acceptance of the internship in a positive way. I was able to view the administrative staff not only from a functional stand point but also from a theoretical nature as to the relative effectiveness of each one in relationship to the total decision-making process. This point is very essential for an intern as it enables him to gain those insights of administrative performance without being overly impressed with problem-solving at an effectual level.



The second phase of the internship is the involvement with the Department of Educational Administration at Eastern Illinois University. Each Wednesday spent in seminar with the head of the department, Dr. Robert V. Shuff, and at times other Professors in the department. The day provided an opportunity for reflection on the field experience plus the discussion of various procedures and problems of administration. The variety of experiences shared with the other interns during this day was most effective. The topics of discussion varied from week to week and each presented its own challenge for intellectual thought and analysis. Recent developments in education that appreciably related to administration provided our group with many interesting opinions and conclusions. Other meetings were devoted to listening to tapes of prominent men in the field of education and debating the ideas each espoused, or reading various articles and discussing their relative merit. Some meetings were devoted to our field experiences and possible solution to the problems faced. The value of the seminars lie in the opportunity to express opinions and ideas based upon each interns experiences. We were able to try out our theories on others and benefit from the responses presented. The relationship between the interns and the members of the department was excellent.

The interns attendance at several administrative meetings, conferences, seminars, and conventions were most befitting of the total experiences that encompass a meaningful intern experience. We heard such prominent educators as Jerome Bruner of Harvard, Leverage Cunningham of Ohio State, and Arthur Combs of the University of Florida while attending various meetings. The opportunity to attend such meetings adds a new perspective to the internship.

In summary I have found the ideas expressed in the introduction of this



paper by various authors were very accurate. The intern must be permitted to play the administrative role and in so doing carry authentic responsibilities that challenge his abilities. The internship experience under any other conditions, I fear, may be meaningless. The attitudinal changes of an intern are based upon the role expected of him by other administrators and their influence can be very decisive in the formation of opinions and views on administrative performance. The future selection process for potential administrators must surely include the intern experience if the leadership for the schools of the nation are to be the creative and innovative men and women that engender effective educational programs.

My gratitude is expressed to President Virgil Judge and Vice President Robert Webb of Lake Land College for their invaluable sharing of ideas, knowledge, and experiences in the various aspects of the junior college and Dr. Robert V. Shuff as coordinator of the internship program and advisor.

## APPENDIX



# LAKE LAND COLLEGE

1921 Richmond Avenue

MATTCON, ILLINOIS 61933

DALE ROBERTS — DEAN OF VOCATIONAL-TECHNICAL EDUCATION

October 2, 1970

Mr. Sherwood Dees, Director  
Vocational & Technical Education  
State Board of Vocational Education  
405 Centennial Building  
Springfield, Illinois 62706

Re: "Prospectus" - Vandalia State Farm

Dear Mr. Dees:

Lake Land College presents the enclosed "Prospectus", for your consideration, as the initial step in developing a comprehensive program for the inmates at Vandalia State Farm. The anticipated role of the college, in cooperation with the Board of Vocational & Technical Education, is felt to be a challenging venture into a field virtually void in enabling the eclectic pursuit of program planning.

Recent studies show about 80% of inmates released return to the prisons in short order which indicates prisons are functioning as a "revolving door" institution. The teaching of vocational skills would seem to alleviate a serious problem.

To facilitate fluid planning with sufficient time to promote a quality program we trust you may look with favor upon our target date of November 16, 1970. We feel competent in initiating the program in rapid order, with the proposed realistic budget as our guide for expediency.

Sincerely,

Dale Roberts  
Dean of Vocational-  
Technical Education

## Prospectus

Submission to: Board of Vocational Education and Rehabilitation  
Division of Vocational and Technical Education

Submission for: Contractual Agreement - Special Program

Directed to: Special Programs Unit

Institution: Lake Land College District No. 517  
1921 Richmond Avenue  
Mattoon, Illinois 61938  
Telephone: (217) 235-0541

Principal Investigator: Dale Roberts  
Dean of Vocational-Technical Education  
Lake Land College

Program Title: Vandalia State Farm Auto Body  
and Welding Vocational Program

### Proposed Starting Date

Initial indices project a starting date of November 16, 1970 and extent of contract application agreement effective until June 30, 1971. Program length approximately 30 weeks.

### Contribution to Vocational Education

The unique program is designed to enable a segment of society, presently inadequately trained, skilled, or motivated to procure gainful employment. Through individualized attention and training, entry level skills will be obtainable for the prison inmates in the vocational fields of Auto Body and Welding. The vocational education field would receive numbers of men in a position of obtaining employment with distinct advantages over the unskilled labor market. Vocational Education would, in turn, serve a dual role of service to the welfare of society and rewarding that society with skilled, formerly unproductive, men.

### General Objectives

To provide selected students with skills in the following areas of Welding:

1. Survey of welding practices and equipment.
2. Principle of gas cutting and brazing.
3. Basic electric welding.
4. Machine setting.
5. Study of metals, rods.
6. Acetylene and cutting welding.
7. Arc-err cutting.
8. Position welding.
9. Principles of and practices of submerge arch welding.
10. Methods and testing.
11. Speciality welding and aluminum steel.

To teach skills in the following areas of Auto Body and Fender:

1. Using hand and electric tools.
2. Diagnosing work.
3. Servicing and repair of movable parts of bodies.
4. Introduction to use specific tools to be used in body and fender work.

5. Introduction to paints and body preparation.
6. Application of principle and development of necessary skills.
7. Study of differences in paints.
8. Develop techniques and skills of spraying.
9. Techniques in lead and fiberglass repair.
10. Developing skills on special projects in areas of special interest.

#### Procedures for Achieving the Objectives

Through the combined talents and efforts of the Division of Vocational Education, Division of Rehabilitation, Vandalia State Farm, and Lake Land College adequate facilities, equipment, qualified instructors, and program entry diagnoses will be provided for maximum effectiveness. Extensive testing through psychological, aptitude, and interest inventories will assist the proper placement of students in the program.

Instructional periods for Auto Body and Welding will meet four (4) hours per day, five (5) days per week, in six (6) week blocks of time. Completion of course work for gaining entry level skills will constitute a minimum of eighteen (18) weeks. Program entry by new students will be flexible due to the nature of the institution and the individualized nature of the teaching process. Priorities for placement will rest with those students available for theoretical completion. Prepared evaluation instruments will provide avenues for placement of students after release through appropriate state and local employment agencies. An organized follow-up will strengthen student job success and allow for proper dissemination of resultant information to all appropriate agencies.

#### Budget

<u>SALARIES</u>	
Coordinator, Instructors	\$16,000.00
Instructor Assistant	1,000.00
<u>EQUIPMENT</u>	11,000.00
<u>MATERIALS &amp; SUPPLIES</u>	
Books	600.00
Office Expenses	500.00
Expendable Supplies	14,000.00
(Rod, Gas, Car Parts, etc.)	
<u>TRAINEE STIPEND</u>	2,200.00
<u>OTHER RELATED EXPENSE</u>	1,600.00
<u>AUDIO-VISUAL EQUIPMENT</u>	500.00
Film & Slides	300.00
	<u>\$47,700.00</u>

Probable cost for this program not covered by local funds would range from \$16,000 to \$20,000.



State of Illinois  
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION  
Division of Vocational and Technical Education

CONTRACTUAL AGREEMENT

VANDALIA STATE PEAL FARM

LARE LAND COLLEGE DISTRICT #517  
1921 Richmond Avenue  
Mattoon, Illinois

State of Illinois  
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION  
Division of Vocational and Technical Education  
405 Centennial Building  
Springfield 62706

CONTRACTUAL AGREEMENT  
For Vocational and Technical Education  
Activities, Services and Programs

This contractual agreement is between the State of Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education and:

Lake Land College District #517  
(Institution or Agency)

January 11, 1971  
Starting Date

June 25, 1971  
Ending Date

Virgil H. Judge, President  
(Superintendent, President or Responsible University Official)

1921 Richmond , Mattoon, Illinois  
(Address)

217 - 235-0541  
(Telephone)

Dale Roberts, Dean of Vocational-Technical Education  
(Program or Project Director)

1921 Richmond, Mattoon, Illinois  
(Address)

217 - 235-0541  
(Telephone)

Vandalia State Farm Auto Body and Welding Vocational Program  
(Program or Project Title)

Requested Annual Budget	Local	\$ 21,548.50
	DVTE	\$ 30,043.25
	Total	\$ <u>51,591.75</u>

Directed to: ☐ Professional and Curriculum Development Unit  
☐ Research and Development Unit  
☒ Special Programs Unit  
☐ Fiscal and Statistical Unit

REQUEST:

Reimbursement from vocational education funds is requested to provide financial support for the vocational/technical education activities as described in this application. This project shall meet State of Illinois and Federal legal requirements, where applicable.

Floyd Curl  
Administrative Board  
Representative  
(Secondary & Post Secondary Only)

Virgil H. Judge  
Superintendent, President or  
Responsible University Official

Secretary, Board of Trustees  
Title

President  
Title

November 16, 1970  
Date

November 16, 1970  
Date

TRANSMITTAL:

This is to acknowledge the receipt of the local contractual agreement for vocational and technical education activities, services and programs and transmittal of same to the Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, 405 Centennial Building, Springfield, Illinois 62706.

FOR UNIVERSITY USE ONLY

Liaison Officer  
(Occupational Educator Coordinator)

Date

University

FOR JUNIOR COLLEGE USE ONLY

Illinois Junior College Board  
Representatives

Date

Position

FOR PUBLIC SCHOOL USE ONLY

Superintendent  
Educational Service Region

Date

County

APPROVAL:

Reimbursement will be made from State and/or Federal vocational education funds in the amount of \$\_\_\_\_\_ for items approved in the estimated budget. Reimbursement will be made upon receipt of claim showing actual expenditure. Adjustments and/or modifications are subject to written approval by both parties of this contractual agreement.

Director, Division of Vocational and  
Technical Education

Date

## C O N T E N T S

	<u>Page</u>
Abstract - - - - -	Following page
Section 1 - Rationale - - - - -	1
Section 2 - Objectives - - - - -	2
Section 3 - Procedures Of Implementation - - - - -	4
Part 1 - Project Design - - - - -	4
Course Outline - - - - -	8
Part 2 - Target Population - - - - -	11
Part 3 - Time Schedule - - - - -	12
Flow Chart - - - - -	13
Section 4 - Personnel & Qualifications - - - - -	14
Section 5 - Evaluative Procedures - - - - -	16
Section 6 - Dissemination Of Data Results - - - - -	18
Section 7 - Estimated Budget - - - - -	19
Expenditures - - - - -	19
Income - - - - -	23a

ABSTRACT FOR CONTRACTUAL AGREEMENT  
WITH THE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

TITLE: Vandalia State Farm Auto Body and Fender Vocational Program

PRINCIPAL INVESTIGATOR (S): Dale Roberts, Dean of Vocational-Technical Education

INSTITUTION: Lake Land College District No. 517

LOCATION: 1921 Richmond Avenue Mattoon Illinois 61938

Street

City

State

Zip

REQUESTED ANNUAL BUDGET: Local \$21,548.50 DVTE \$30,043.25 Total \$51,591.75

OBJECTIVES OF PROJECT:

The project, designed for inmates at Vandalia State Farm, seeks to provide entry level skills in auto body and fender, and welding for successful application, upon release, into the job market. Inter-agency planning and funding through the Division of Vocational and Technical Education, the Department of Corrections, the Division of Vocational Rehabilitation, Vandalia State Farm, and Lake Land College, provides the expertise and guidance necessary to effect a project to meet the needs of a special population in society. Objectives of a humanistic nature are sought in the project through the premise that "violence begets violence", thus the prominence of goals that promote an attitude reverence for life in the inmate by means of assistance and dignity as an integral part of the counseling and instruction.

PROCEDURES OF IMPLEMENTATION:

The courses of auto body and welding will be offered in a sequential series of flexible, open ended units of instruction, enabling the inmate to enter at various times during the project and proceed according to their ability. A trainee will be enrolled in one of the offerings listed above for a four hour session daily, along with a related course designed to support the prime offering, meeting twice weekly. Intensive counseling from various agencies on a pre, present, and past basis will provide a complete offering of assistance for each trainee. Vandalia State Farm will provide the physical facilities, with Lake Land College initiating the staffing of teaching personnel. The project will extend for 24 weeks, from January 11, 1971 to June 25, 1971, with the anticipation of a renewal contract submitted after July 1, 1971.

CONTRIBUTION TO VOCATIONAL & TECHNICAL EDUCATION:

The national emphasis stressing the availability of programs to assist the disadvantaged, handicapped, and the high potential (low performance) person in society provides an opportunity for the state level agencies to lend insight and assistance for these people. Instead of obfuscating the issue at the national level, Vocational Education may seek, through "pilot projects" to elucidate the programs possible on a basis of realistic needs. The Vandalia project may serve as a step in the development of positive educational programs for penal institutions. Through planned evaluation and dissemination the results of the project will be available to the state agencies for future planning in methodologies to combat recidivism.



## CONTRACTUAL AGREEMENT - VANDALIA PROJECT

### SECTION 1 - RATIONALE

The immense cost to society for the incidence of incarceration is most succinctly a problem of and about society itself. While, on the one hand, we attempt to rid society of those individuals who prefer not to conform to established norms of behavior, only meager efforts are supported to establish grass root educational programs designed to strike at the heart of the matter.

The Task Force report of the President's Commission on Law Enforcement (1967) reported the cost of correction in 1965 was one billion dollars, and the average per capita cost of misdemeanor in that same year was \$1,046. The 1969 World Book Yearbook reported the cost of juvenile crime in 1968 was four billion dollars. The costs of crime will naturally rise, based on normal economic factors, without the realization that crime is increasing percentage wise more rapidly than population.

Of all serious crimes, in 1968, 49% were committed by persons under 18 years of age. Juvenile crime increased 59% from 1960 to 1967, while the 10 to 17 year old age group increased only 22% in actual numbers. The statistics appear to correlate closely with figures, three years later, from the Vandalia State Farm. The present inmate population at Vandalia shows 39% are under 21 years of age (17 minimum age at Vandalia), 30% are between 22 to 29 years of age, and a majority, or 69%, are under 30 years of age.

A close association exists between the educational levels of inmates and the potential for crime. Daniel Glasser in his book, "The Effectiveness of a Prison and Parole System", reports retardation in educational pursuits is highly correlated with progress in delinquent and criminal careers. However, the I.Q. of inmates is as high or higher than most men

out of prison. The rationale seems valid in light of the inmates at Van-<sup>2</sup>  
dalia where 26% have an eighth grade or less education, 69% less than a  
high school education, and only 5% have some college attendance, including  
graduation. High school graduates comprise 19% of the prison population  
while 11% have less than an eighth grade education.

The previous data supports the need for education through job train-  
ing for a majority of the inmates. The potential is evident, only a commit-  
ment from the agencies empowered to provide leadership in innovative pro-  
grams is needed. The previous employment of inmates at Vandalia lends  
support for the teaching of skilled trades as 35% and 47%, respectively,  
of the population functioned in laboring and semi-skilled jobs.

The nature of the Vandalia inmate in relation to the severity of  
the crime causing incarceration is a positive factor, in that it may be  
assumed rehabilitation prospects are excellent. One must assume if re-  
cidivism can be combatted it theoretically would be possible at Vandalia.  
The stigma of failure must be replaced with an attitude of confidence,  
engendered through the acquisition of a marketable job skill. Glasser  
further states that commitment to an institution represents a two-fold  
failure, the unsuccessful act and the confinement. The average confinement  
at Vandalia being slightly over six months lessens the negative attitudes  
by inmates and allows substantial time to retain them for productive roles  
in the society that initially isolated them. The potential of the proposed  
program for Vandalia provides an avenue for the unproductive to become  
productive.

## SECTION 2 - OBJECTIVES

Concomitant with rational reasoning the desired objectives sought  
shall encompass primary and secondary goals interspersed with direct and  
indirect influences.

Primary objectives of the program shall deal with the following areas:

1. To provide selected inmates with entry level skills in welding and auto body and fender techniques. Through a series of progressive open-ended units of instruction designed to build confidence, foster ability, and formulate skills, inmates will seek employment as auto body and fender repairmen and welders, competent in the theory, use of tools, and various skills of the trade.
2. To stimulate in inmates the desire to view the advantages of educational training in direct relation to their future capabilities. While receiving basic skills in welding and auto body and fender, the prospect of additional specialized training in the areas may prompt continued training after release. A possible side effect may cause the investigation of further academic training in schools, perhaps the junior colleges.
3. To provide assistance through a specialized effort, to obtain job placement. Limited follow-up will be possible with major emphasis on acquainting the inmate with the potential sources of assistance from state and local employment agencies.
4. To provide flexible, open-ended units of instruction that would enable an inmate to enter at various stages in the project. Only the inmates own ability and progress would dictate his rate of movement through the prescribed objectives and procedures.
5. The addition of trained men into a job market when previous experiences were bereft with minimal opportunities for employment.

Secondary objectives in the program are not considered sub-standard in relation to previously stated goals, but rather objectives, of a subjective nature, that may result from positive experiences of the inmates, and which undoubtedly determine the long range success of the program.

1. To provide determinants designed to combat recidivism.  
The newly acquired skills and opportunities would tend to lessen the desire to return to former habits.
2. To display the effectiveness of a program designed for a specialized population in the light of future program expansion, and as a determining factor of monies expended versus results gained.
3. To eventually reduce prison population both at Vandalia and other institutions where the project may serve as a model in implementing effective programs.
4. To lessen the cost of extremely expensive forms of confinement now facing national and state governments..

### SECTION 3 - PROCEDURES OF IMPLEMENTATION

#### Part 1 - Project Design

The selection of trainees for the project will be handled by personnel from Vandalia State Farm and the Department of Vocational Rehabilitation. The procedures used will be initially oriented by a general bulletin informing all inmates of the Farm that the training possibilities are open to them. The inmates indicating an interest in the project will be reviewed and screened by the Vandalia Assignment Committee comprised of the following members:

1. Chairman of Assignment Committee
2. Vocational training instructor
3. Education Director
4. Counselor
5. Sociologist
6. Custodial Staff individual

The inmates records indicating background and capability will be used along with ability and intelligence test scores. The test scores will not be used as a pre-requisite for project entry but as an indicator used in guiding the trainee through the program. Instructor awareness of trainee's background will facilitate individualized program structuring. Notification of the inmate's selection will follow the initial screening and evaluation by Vandalia and Department of Vocational Rehabilitation. The final selection of trainees will hinge upon the joint approval of personnel from Vandalia State Farm and the Department of Vocational Rehabilitation.

Follow-up activities for the trainee will involve counseling during project participation and intensive evaluation and preparation for job applications. The trainee will be given the proper procedures for securing employment, based upon a brochure prepared by the Director of the Evening College at Lake Land, (Exhibit #1), setting forth the acceptable methods in applying for jobs. Trainees will be given the proper agencies to approach for job opportunities. It is realized the inmate, when released from Vandalia, is in no way responsible to report his whereabouts to the Farm, thus the post program counseling will serve as the only source of controlled assistance the inmate will receive for his post prison days.

Paramount to the success of the project an intensive period of in-service training will be held for the teaching personnel involved with the project. The services of the Vandalia Farm will be utilized to acquaint the instructors with the unique approaches needed in working with inmates.



A team representing all phases of the penal farm operation will acquaint the instructor with the special needs of the inmates. It is expected that the "all phases" referred to encompasses everything from the prison security to theory of operation. The full time instructors will be given two weeks of training while part time instructors one day of training. Consultants knowledgeable in the teaching of prison inmates, State agencies, and college people will be involved with the training period. The Coordinator of the project will arrange, in cooperation with Vandalia, the training period.

The auto body and fender and welding courses will enroll twelve men in each section, or twenty-four men in welding and twenty-four in auto body, for a total of forty-eight in the project. The related area courses will enroll, in the two sections, twenty-four trainees each, with the assumption the same forty-eight trainees will be involved. The prime courses will involve some classroom teaching during the four hour period with the implementation of audio-visual aids and text materials to complement the regular manipulative skills taught. The Vandalia State Farm will supply trucking services for acquisition of supplies and materials where feasible.

The individual trainee schedule would involve a four hour session daily in either the auto body or welding course. Each trainee will take a related area course designed to acquaint him with the theory and accompanying knowledge to enhance the basic skill he is learning. The auto body trainee will take "Tech Math" the first nine weeks and "Materials of Industry" the second nine weeks to fulfill his total course requirements. The welding trainee will take the related courses of "Tech Math" the first nine weeks and "blueprint reading" the second nine weeks. As previously stated the related area courses will meet two evenings per week for two

and one-half hours each. The trainee will be given one hour after class each evening to study in the same classroom. It was felt the opportunity for beneficial study would be limited in the general dormitories. The courses are expected to correlate the skills and related knowledge information. The following outline is not necessarily the order in which the items will be taught, but all items will be covered by the end of the training period. The program is structured to develop the occupational competency required for employment in each major division. The time devoted to each item will depend upon the trainee and his progress in both the theory and manipulative skills. The open ended feature of the program dictates flexibility of the units in the teaching order. It is expected that trainees successfully completing the following items (both knowledge and manipulative) will then meet the objectives set forth in section two.

#### AUTO BODY & FENDER

##### Introduction to:

Auto Body & Fender I--20.090 - 4 quarter hours

An introduction to the basic theory of metal, tools and preparation techniques. Included are the safety procedures to be observed, the theory & practice of metal cutting, welding, forming, filling, contouring, & finishing. All phases of the trade will be introduced and practiced on component parts.

Auto Body & Fender II--20.091 Techniques - 4 quarter hours

Includes the study and practice of tool and machine use in the various operations of alignment, preparation & finishing. Frames, suspensions, glass, locks, hinges & mouldings will be serviced. All of the current practices, techniques, and materials used in commercial shops will be followed in providing the trainee practice in all areas of the trade.

Auto Body III--20.092      Analysis & Estimating - 4 quarter hours

An analysis of operations to be performed and cost estimating in the job will be a part of this course, with the various methods, tools and materials considered in arriving at the most efficient and desirable steps. The business aspects of body shop operations will be presented and practiced along with customer relations information. A completely wrecked automobile will be used in teaching the above. Returning the vehicle to its original condition in contour and finish will provide the manipulative instruction.

### Course Outline

#### I. Safety & Shop regulations

#### II. Body and Frame Construction

- A. Types of Body Construction
- B. How metal is formed for strength
- C. Conventional bodies & nomenclature
- D. Types of Chassis & Frames
- E. Unit body construction
- F. Doors & Decks
- G. Glass
- H. Fenders Shields & Hoods
- I. Hardware & Trim
- J. Sealants
- K. Parts Manuals

#### III. Metal Bumping

- A. Hand Tools
- B. Power Tools
- C. Safety
- D. Analyzing Procedures
- E. Correct procedures (repair or replace)
- F. Roughing out sequence
- G. Files, grinding & buffing
- H. Estimating (flat rate - time & materials)

#### IV. Welding, Cutting & Filling

- A. Principles of Oxyacetylene cutting & welding
- B. Use and Care of equipment
- C. Welding techniques and practices

- D. Cutting techniques
- E. Brazing
- F. Types of Fillers (leading)
- G. Preparing for the finishing process.

#### V. Frame and Front End Straightening & Alignment

- A. Tools and machines
- B. Principles & techniques sequence
- C. Replacement vs. Repair
- D. Estimating - Flat rate - time & materials

#### VI. Refinishing Processes

- A. Types of paint (lacquer, enamel, synthetics)
- B. Procedures
- C. Painting techniques
- D. Cleaning procedures
- E. Drying processes
- F. Estimating
- G. Spot vs. complete job

#### VII. Glass Trim & Upholstery

- A. Construction
- B. Materials
- C. Fastenings
- D. Care & Techniques
- E. Estimating
- F. Nomenclature
- G. Removal & installation
- H. Control Mechanisms

### WELDING

#### 97.050 Welding I (Gas and Basic Arc.) - 4 quarter hours

A survey of welding practices and equipment. The principles of gas cutting and brazing; basic electric arc welding. The practice of each is included and coordinated with the theory.

Terminology is an important part of the course.

#### 97.052 Welding II (Position Welding) - 4 quarter hours

Machine settings, various kinds of metals and rods and identification of each are presented in both theory and practice. Acetylene welding and cutting and arc-air cutting will be offered in this quarter.

### 97.054 Welding III (Special application welding) - 4 quarter hours

A study of the principles and practices in submerged arc welding processes. The methods and techniques of inspections and testing of welds will be presented. Specialty welding will be provided in aluminum and stainless steel for those desiring these applications.

### 97.055 Blueprint Reading For Welders - 4 quarter hours

A course designed especially for welders, emphasizing the welding symbols, materials and methods used in the fabrication of products in welding.

### 95.051 Materials of Industry - 4 quarter hours

This course is intended to acquaint the student with materials available, their physical properties, how they react under various conditions and use, and the resource information needed to use them. Catalogs, magazines, bulletins and other data will become familiarized topics.

### 95.053 Technical Mathematics I - 4 quarter hours

This course is designed to provide a practical background in the basic mathematics required for the technical curricula. The course includes a review of the fundamentals of arithmetic. Algebraic linear equations are graphed and also solved. Simple right angle trigonometry is introduced.

## Instruction Unit No. 1 - Welding

### Gas Cutting

1. Safety in operation and handling of acetylene equipment
2. How to select, use and properly care for tools of the trade
3. How to assemble equipment to operating order
4. How to adjust gauges, light and adjust flame
5. How to cut straight, curved or bevel
6. How to cut steel plate
7. How to cut angle steel
8. How to cut channel steel
9. How to cut round steel
10. How to cut pipe
11. How to flame bevel the edges of work
12. Miscellaneous cutting problems and techniques

## Instruction Unit No. 2 - Welding

### Electric Arc Welding

1. Selection and care of equipment
2. Electrode classification and size
3. Coated and plain rods
4. How to strike and manipulate the arc
5. How to make and control the horizontal bead weld



6. How to weld a horizontal bead weld
7. How to weld a horizontal butt weld, 1st, 2nd, and 3rd pass
8. How to weld a horizontal lap weld, 1st, 2nd, and 3rd pass
9. How to weld a horizontal single groove weld
10. How to weld a horizontal double groove weld
11. How to make and control the vertical bead weld
12. How to weld a vertical butt weld, 1st, 2nd, and 3rd pass
13. How to weld a vertical lap down hand position
14. How to weld a vertical single groove weld
15. How to weld a vertical double groove weld
16. How to weld a vertical corner weld
17. How to make and control the overhead bead weld
18. How to weld an overhead square butt weld
19. How to weld an overhead lap joint
20. How to weld an overhead groove, 1st and 2nd pass
21. How to weld an overhead corner weld
22. How to weld a vertical overhead weld
23. How to make filler welds
24. How to weld aluminum
25. How to make spot welds
26. How to weld cast iron

#### Instruction Unit No. 3 - Welding

##### Gas-Arc Welding (Heliarc Process)

1. Current selection and electrode classification
2. How to strike and break the welding arc
3. How to make butt welds
4. How to make lap welds
5. How to make corner welds
6. How to weld aluminum
7. How to weld stainless

#### Part 2 - Target Population

The program is designed for the unique needs of the Vandalia State Farm. Being a minimum security institution the flexibility in planning is much enhanced. The Farm, in its present work oriented setting, enables inmates to perform various acts of labor. A population of about 890 men work and move in a relatively free atmosphere during the daylight hours. The organized training program would allow inmates to become proficient in the pertinent forms of work involved at the farm, and permit actual experience in displaying their skills.

Vandalia is committed to extensively renovating two areas for classroom and training instruction. The auto body and fender offering will be housed in an area approximately 30' x 40', concrete block exterior walls, and concrete floors, presently used as an auto body shop. Adequate lighting, ventilation, and heating is provided in the main area. A separate self contained room set adjacent to the main area will be designed to be utilized as a spray room. The welding area will be partially new construction, approximately 24' x 48', block walls, concrete floors, and properly lighted, ventilated, and heated. The area will accommodate classroom space for viewing audio-visual materials as well as booths for actual welding. The area is directly accessible to the present welding shop.

Men are committed to the Vandalia State Farm for misdemeanor acts ranging from theft, probation, criminal trespass and damage to property and vehicles, aggravated assault and battery, to two cases of fornication and non-support. Assumptions based upon realistic rehabilitation criteria deems success a feasible factor. The early offender can be given an opportunity to become a productive member of society, as the majority of inmates are young men evidently searching for their place in life.

### Part 3 - Time Schedule

The project is scheduled to begin on January 11, 1971 and extend to June 25, 1971 under the proposed contractual agreement. The four six weeks periods of instruction will be:

Period 1 - January 11, 1971 to February 19, 1971

Period 2 - February 22, 1971 to April 2, 1971

Period 3 - April 5, 1971 to May 14, 1971

Period 4 - May 17, 1971 to June 25, 1971

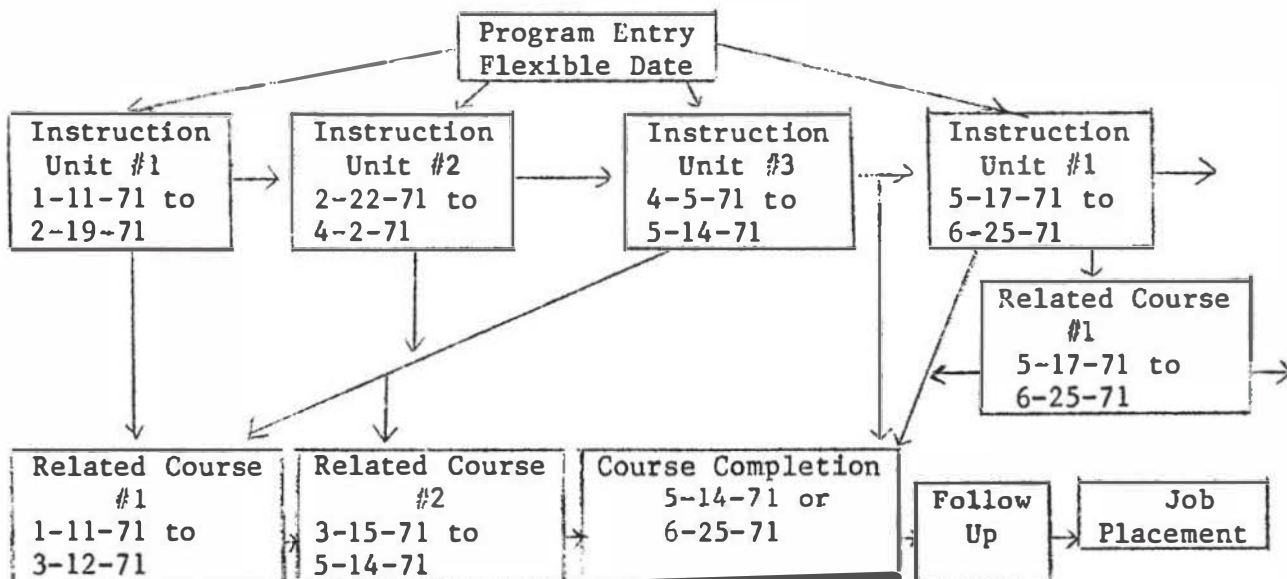
Related Courses - 2 for 9 weeks - 1 six weeks

Period 1 - January 11, 1971 to March 12, 1971

Period 2 - March 15, 1971 to May 14, 1971

Period 3 - May 17, 1971 to June 25, 1971

The auto body and fender, and welding classes will be held daily, two sections each, from 8 A.M. to 12 Noon and 1 P.M. to 5 P.M. The related courses will be held two nights per week, for nine weeks, from 6:30 P.M. to 9:00 P.M. When the project is recycled on May 17, 1971, the related course will be held two nights per week, for six weeks, at seven hours weekly. A trainee will be enrolled in one of the prime offering courses for 18 weeks and two related courses during the project period. The following flow chart displays the above information.



It is anticipated the program will be on going, through the writing and approval of a new contract on July 1, 1971 for fiscal year 1971-72, to continue the project initialed in the present contract.

#### SECTION 4 - PERSONNEL AND QUALIFICATIONS

The following personnel are proposed for association with the Vandalia project.

##### Instructor - 2 full time

The instructors will be knowledgeable and experienced in the teaching of welding and auto body and fender repair, will spend 8 hours daily (100% of time) for a period of 6.5 months at \$1000 monthly or \$6500 per annum, in the project. They will possess the following credentials:

1. A minimum of five years experience in the trade.
2. Have experience in training beginning men.
3. Be knowledgeable in the theory of the trade in which each is involved.
4. Be sympathetic in relating those who are inexperienced and possess limited initial skills.
5. Have a personality compatible with the requirement of training inmates while instilling cooperativeness within the class.

The instructor shall be responsible for implementing the course objectives in conjunction with consultants from the Department of Vocational Education, Lake Land College staff, and Vandalia personnel. Within his realm shall fall innovative approaches to teaching, assessment and evaluation of the trainees and the program effectiveness.

##### Coordinator - 1 part time

The coordinator will possess general administrative capabilities, related knowledge of the project areas, and the ability to instigate, coordinate, and disseminate all phases of the project. He will spend 1.5 days per week (30% of time) at a salary of \$60 per day for 30 weeks at \$2700 per annum. He will demonstrate abilities in relating to people in

light of dealings with industry, Vandalia, Lake Land College, and the State agencies. The overall functioning of the project from providing adequate inventory of materials, supplies, and equipment to accurate reporting, general administrative dealings will rest with capabilities of the coordinator.

Instructor Assistants - 4 part time

Assistants will be selected from the inmate population at Vandalia, working normally for one four hour session daily, five days per week (50% of time), at a rate of 50¢ per day for 150 days or \$75. They will have some experience in the trade, be sympathetic and mature enough to work with fellow inmates, and work freely in a supportive role with the instructor. Assistants will be selected by the Vandalia screening committee, referred to earlier in this project, and officials at Lake Land College. The presence of the assistant will allow the instructor to work individually with trainees.

Secretary - 1 part time

A secretary working 5 hours per week (12% of time) for \$10 weekly for 30 weeks or \$300, will be competent in typing, filing, and in operating common office machines. She will provide assistance for the coordinator, instructors, and other personnel generally associated with the project in addition to typing all reports due to various agencies.

Instructors - Related Courses - 2 part time

Evening instructors will teach 2 nights per week, 2½ hours per night, for 18 weeks at \$68.00 weekly or \$1224.00 each.

The instructors shall meet the requirements of Lake Land College for teaching and will possess the qualities mentioned above under regular



instructors. In addition, they will meet particular requirements in their particular teaching area such as:

1. Technical Math - basic background in industry dealing with the particular language, methods, and theories of math.
2. Blueprint Reading - experienced in the teaching of blueprint reading and knowledgeable of the particular language, symbols, and etc. used by engineers.
3. Materials of Industry - experienced in industrial matters with knowledge of the various theories, tools, materials, and design of the auto body and fender field.

#### SECTION 5 - EVALUATIVE PROCEDURES

A dual approach to the evaluative procedures will be utilized to offer initial parallel lines of data reporting and terminally the collectively pertinent data reported as a single document. The initial reporting will be divided into program and trainee evaluation. The trainee evaluated by the following means:

1. Demonstration of acquired ability with the various forms of welding and auto body and fender repair for the instructor.
2. A minimal amount of written tests will be given. Instructors subjective evaluation will carry the most weight.
3. Leadership in working with other members of the class.
4. Eventual success exhibited in seeking and holding a job.
5. Intensive counseling sessions with the trainees during the time he is in the project by professional personnel at Vandalia.

The program will be evaluated in light of the objectives set forth in the project from as many of the agencies involved in the initial project as possible. Those lending support would be:

1. The instructor of the various classes and the coordinator.
2. Lake Land College personnel including:
  - a. Dean of Vocational-Technical Education
  - b. Associate Dean of Vocational-Technical Education
  - c. Counselors
  - d. President of College
  - e. College Vice President
  - f. Director of Evening College
3. Representatives of the Department of Correction - State of Illinois.
4. Vandalia State Farm personnel including:
  - a. The Warden
  - b. Assistant Warden
  - c. Business Manager
  - d. Vocational Supervisor
  - e. Director of Clinical Services and Staff
  - f. School Division Director
5. Board of Vocational and Technical Education staff.
6. Department of Vocational Rehabilitation personnel and counselors.
7. The actual trainees involved in the project.

The evaluative groups mentioned above will be asked to submit a concise document of evaluation of the project based upon a common instrument so prepared and distributed by the coordinator. The instrument of evaluation shall follow the objective format of primary and secondary goals.

## SECTION 6 - DISSEMINATION OF DATA RESULTS

Data dissemination will be viewed as the responsibility of the project designer to effectively report an accurate picture of the strength and weaknesses. Data will appear in sufficient detail to allow various audiences to glean what ever statistics and information desirable. Information will be released to the various sources listed below and be available to others who desire data.

1. Department of Corrections - State of Illinois
2. Vandalia State Farm
3. Lake Land College staff and selected faculty
4. Vocational and Technical Education agencies
5. Vocational Rehabilitation agencies
6. Illinois Junior College Board

Further dissemination of information may flow in a secondary role from the agencies listed above to various interest groups found in their convention. It is hopeful other penal and reform institutions, other junior and senior colleges, mental health groups, sociologists, and professional journals in various fields of penology, vocational technical, and etc. would find pertinent and substantive direction and guidance from the project.

I. PERSONNEL SALARIES

VOC. ED. D.V.R. L.L.C. TOTAL

Coordinator - 1½ days/wk. X 30 wks. = 45 eight hour days @\$60.00			2,700.00	\$ 2,700.00
2 Instructors X 6½ months X \$1,000.00/mo. ea.	\$13,000.00			13,000.00
4 Instructor Assistants X 50¢/ day ea.= \$2.00 X 150 days	300.00			300.00
2 Instructors X \$68.00 per wk. X 18 =	2,448.00			2,448.00
1 Secretary X 30 wks. X \$10.00/week	300.00			300.00
Fringe benefits - Hospitalization & Life insurance \$102.50 X 2 instructors			205.00	205.00
Sub-Total	\$16,048.00	--	\$2,905.00	\$18,953.00

II. CONTRACTURAL SERVICES

Audio Visual Equipment: 1 Overhead projector			125.00	125.00
1 Strip projector			125.00	125.00
Film purchase, postage & rental			300.00	300.00
Repair & Servicing of equipment			500.00	500.00
Hauling expense for equipment & supplies, (from surplus, MDTA & other sources)			400.00	400.00
Sub-Total	--	--	\$1,450.00	\$1,450.00

III. MATERIALS & SUPPLIES

III. A. Welding instructional supplies & materials				
12,000 lb. Basic & position rod @16½¢/lb.			1,980.00	1,980.00
200 lb. Oxy-acetylene steel rod @30¢/lb.	60.00			60.00
150 lb. Oxy-acetylene coated brazing rod @\$1.25/lb.	187.50			187.50
125 lb. #4043 Aluminum rod @\$1.26/lb.	157.50			157.50

	VOC. ED.	D.V.R.	L.L.C.	TOTAL
50 Lb. 3/32" Stainless rod @\$2.47/lb.	123.50			123.50
10 Doz. 1/2" Carbon rod @\$7.75/doz.	77.50			77.50
3 Doz. 1/2" Copper clad carbon rod @\$12.00/doz.	36.00			36.00
125 Lb. Everdure 1/8" Rod @\$1.80/lb.	225.00			225.00
1,000 Lb. 5/64" Cored wire @31¢/lb.	310.00			310.00
1,000 Lb. 5/64" Hard wire @31¢/lb.	310.00			310.00
500 Lb. Flux, granular @15¢/lb.	75.00			75.00
300 Lb. .045" Hard wire @31¢/lb.	93.00			93.00
3 Bx. 3/32" 2% Tungsten @83¢/box	2.49			2.49
120 Tanks oxygen (244 cu.ft.avg.) @\$3.25/tank	390.00			390.00
40 Tanks acetylene (350 cu.ft.avg.) @\$12.35/tank	494.00			494.00
15 Tanks argon (300 cu.ft.avg.) @\$19.50/tank	292.50			292.50
15 Tanks CO <sub>2</sub> (50 lb.avg.) @\$5.80/tank	87.00			87.00
50 Ton scrap steel for practice @\$12.00/ton			600.00	600.00
1,000 Lb. Aluminum scrap for practice @.08/lb.			80.00	80.00
2,000 Lb. Stainless scrap for practice @.07/lb.			140.00	140.00
Hauling expense for supplies & material			350.00	350.00
2 Doz. Flint lighters @\$4.20/doz.	8.40			8.40
2 Doz. Tip cleaners @\$21.00/doz.	42.00			42.00
6 Bx. Flints (6/box.) @\$1.86/box	11.16			11.16
15 Helmets @\$8.90	133.50			133.50
6 Face shields @\$5.20	31.20			31.20
3 Doz. Flash goggles @\$45.60/doz.	136.80			136.80
18 Chip hammers @\$2.45 ea.	44.10			44.10
2 Doz. wire brushes @\$5.88/doz.	11.76			11.76
1 Gross soapstone	5.00			5.00
3 Doz. #1 & #2 Lugs @\$9.72/doz.	29.16			29.16
12 Ground clamps @\$5.70/ea.	68.40			68.40
200 Ft. #00-#1 Welding cable @52/ft.	104.00			104.00
18 Electrode holders @\$7.75 ea.	372.00			372.00



	VOC. ED.	D.V.R.	L.L.C.	TOTAL
4 Doz. Gloves @\$33.00/doz.	\$ 132.00			\$ 132.00
6 Doz. Cover lens (plastic) @\$2.28/doz.	13.68			13.68
2 Doz. Filter lens (#10)@\$9.00/doz.	18.00			18.00
Repair & replacement of supplies & materials	150.00			150.00
2 Extra cutting tips each - #101, #102, & #103 @\$6.00 ea.	36.00			36.00
1 Framing square	5.00			5.00
3 Combination squares @\$3.40/ea.	10.20			10.20
1 Doz. assorted sizes "C" lamps	50.00			50.00
6 Vice grips @\$5.00	30.00			30.00
1 Doz. measuring tapes	36.00			36.00
Pliers & misc. tools			200.00	200.00
1 Doz. amp nozzles	19.80			19.80
1 Doz. 500 amp nozzles	45.00			45.00
2 Doz. 300 amp tips @\$4.80/doz.	9.60			9.60
2 Doz. 500 amp tips @\$14.40/doz.	28.80			28.80
1 Doz. 300 amp insulators	4.20			4.20
1 Doz. 500 amp insulators	4.80			4.80
4 300 Amp liner (.045) @\$3.35 ea.	13.40			13.40
6 9" Grinding discs w/adaptor @\$5.50/ea.	33.00			33.00
3 Doz. 5/16" Ceramic cups @\$40.00/doz.	120.00			120.00
1 Doz. Torch collets	12.00			12.00
30 Welding skills & practices textbooks @\$5.00/ea.			150.00	150.00
100 Welding skills & practices workbooks @\$1.40/ea.			140.00	140.00
96 Technical Math books @\$5.50			528.00	528.00
24 Sets - Teaching aid tools @\$35.00			840.00	840.00
Sub-Total (Welding)	\$4,689.95	--	\$5,008.00	\$9,697.95
III.B.Auto Body Instruction Supplies & Materials				
Body hammers & dollys	250.00			250.00
Pry picks, jerking tools, windshield & moulding tools	200.00			200.00
Assorted drill bits, hack saws, & hole saws	100.00			100.00
Floor creepers, masking machine	55.00			55.00
Extension cords, air hose, nozzles & fittings	150.00			150.00
Paint masks, filters, & paint rags	250.00			250.00
Prybars, snips, mallets & hammers	110.00			110.00
Wrenches, sockets, rives, screw- drivers, chisels & punches	350.00			350.00
Repair & replacement	200.00			200.00
Automobiles, bodies & parts	1,500.00			1,500.00
Abrasive desks, papers, grind- ing wheels, disks & sanding boards	1,500.00			1,500.00

	VOC. ED.	D.V.R.	L.L.C.	TOTAL
Lead, plastic & caulking	\$1,500.00			\$1,500.00
Nuts, bolts, washers, screws, etc.	200.00			200.00
Safety glasses, gloves, rod, flux, acetylene, oxygen, face shields, etc.	300.00			300.00
Primer, lacquer, enamel, thinner, wire brushes, masking tape, buffing pads & files \$2.00 X 24 X men X 30 wks.	1,440.00			1,440.00
30 Auto collision work textbooks @\$6.40 ea.			192.00	192.00
100 Auto collision work workbooks @\$1.30 ea.			130.00	130.00
Sub-Total (Auto Body)	\$8,105.00	--	\$322.00	\$8,427.00
III. C. Operating Supplies & Office Supplies				
Materials for teacher instruc- tion, dissemination mater- ials, paper & other office supplies	150.00			150.00
Sub-Total	\$ 150.00	--	--	\$ 150.00
IV. <u>TRAVEL</u>				
Coordinator-Instructors from Lake Land to Vandalia & return - 140 mi. round trip @.10 per mi.=\$14.00 per round trip X 45 trips			630.00	630.00
Sub-Total	--		\$630.00	\$630.00
V. <u>INDIRECT COSTS</u>				
Administrative Overhead to Lake Land College at 6% of personnel costs	1,050.30			1,050.30
Sub-Total	\$1,050.30	--	--	\$1,050.30
VI. <u>EQUIPMENT (Purchase)</u>				
VI. A. Welding				
2 Disc grinders (electric) @\$115.00		230.00		230.00
1 Submerged arc gun		150.00		150.00
1 Pedestal grinder		300.00		300.00
1 Portable power brush (electric)		130.00		130.00

	VOC. ED.	D.V.R.	L.L.C.	TOTAL
6 Acetylene welding & cutting outfits w/hoses,gages,extra tips,etc. @\$125.00 ea.		750.00		750.00
1 Semi-automatic cutting torch		440.00		440.00
6 250 Amp AC-DC welders @\$302 ea.		1,812.00		1,812.00
1 Model FGR-610 Hobart combination stick & shield welder w/cable, spool, reel adaptor, gears, hose, regulator, flowmeter, 300 amp gun, 5/64" & .045" feed rolls & 500 amp gun - complete		1,975.00		1,975.00
1 300 Amp miller heliarc welder w/ 350 amp water cooled torch, regulator, flowmeter for argon, hose, cable, etc. - complete		1,095.00		1,095.00
Sub-Total (Welding)	--	\$6,882.00	--	\$6,882.00
VI. B. Auto-Body				
2 Acetylene welding & cutting outfits w/hose, regulators, extra tips, etc. @\$125.00 ea.		250.00		250.00
2 Body grinders @\$115.00 ea.		345.00		345.00
2 Buffers @\$115.00 ea.		230.00		230.00
3 Sanders @\$95.00		285.00		285.00
1 Pull dozer (hand)		1,000.00		1,000.00
5 Spray guns w/hose, regulators, moisture trap @\$120.00 ea.		600.00		600.00
1 Body jack (small)		150.00		150.00
3 Portable body jack @\$50.00 ea.		150.00		150.00
1 Paint shaker		50.00		50.00
2 Floor jacks (1½ ton) @\$137.50		275.00		275.00
Work benches		150.00		150.00
Tool cabinets & boards		200.00		200.00
4 4" Vises @\$50.00 ea.		200.00		200.00
2 3/8" Electric drills @\$35.00 ea.		70.00		70.00
1 ½" Drill		60.00		60.00
2 Compressors (MDTA or Surplus) @\$105.75 ea.		211.50		211.50
Spray booth (MDTA)		125.00		125.00
Sub-Total (Auto Body)	\$8,105.00	\$4,351.50	\$322.00	\$12,778.50
Sub-Total (Welding)	4,689.95	6,882.00	\$5,008.00	\$16,579.95
Sub-Total (Gen. Program)	17,248.30	--	4,985.00	\$22,233.30
GRAND TOTAL EXPENSE	\$30,043.25	\$11,233.50	\$10,315.00	\$51,591.75

## I N C O M E

D. V. R. Training Fee

\$20.00 per week for 24 trainees for 24 weeks ----- \$ 11,520.00

Illinois Division of Vocational & Technical Education

Contract for ----- \$ 30,043.25

\* Illinois Junior College Board

1344 qtr. hrs. credit X \$10.33 ----- \$13,883.52

* Equivalent to 5 qtr. @ 4 qtr. hrs.-----	20 credits	
Trainees -----	X 48	
	960 - Credits -----	960
* Equivalent to 2 qtr. @ 4 qtr. hrs. -----	8 credits	
Trainees -----	X 48	
	384 - Credits -----	384
	Total	1344



APPLICATION FOR COOPERATIVE EDUCATION PROGRAMS

HIGHER EDUCATION ACT OF 1965, AS AMENDED BY P.L. 90-575 (FUNDS TO BE EXPENDED JULY 1, 1971 THROUGH JUNE 30, 1972)

PART I - APPLICATION SUMMARY SHEETS

SECTION A. GENERAL INFORMATION

1. NAME OF APPLICANT (INSTITUTION OF HIGHER EDUCATION)

Lake Land College District No. 517

2. ADDRESS (STREET)

1921 Richmond Avenue

(CITY)

Mattoon

(STATE)

Illinois

ZIP CODE

61938

3. CONGRESSIONAL  
DISTRICT

22

4. COUNTY

Coles

5. CIVIL RIGHTS COMPLIANCE NUMBER

INSTITUTION:

007644

COOPERATING AGENCY (IF ANY):

N/A

6. PROGRAM DIRECTOR (SIGNATURE)

(TYPED NAME AND TITLE)

Charles Green  
Coordinator

7. AREA CODE TELEPHONE NO. EXT.

217 235-0541

8. DATE

10-9-70

9. TITLE OF PROPOSED PROGRAM

Learn and Earn Progra

SECTION B. DESCRIPTION OF APPLICANT AND PROGRAM

1. APPLICANT CATEGORY

APPLICANT INSTITUTION IS: (CHECK ONE)

☒ JUNIOR OR COMMUNITY COLLEGE

☐ 4-YEAR UNDERGRADUATE ONLY

☐ GRADUATE AND UNDERGRADUATE

APPLICANT INSTITUTION IS: (CHECK ONE)

☒ PUBLIC

☐ PRIVATE

2. PROGRAM CLASSIFICATION (CHECK ONE)

☐ NO EXISTING PROGRAM--WISH TO PLAN AND/OR IMPLEMENT NEW PROGRAM

☒ EXISTING PROGRAM--WISH TO STRENGTHEN AND/OR EXPAND

3. TYPE OF PROPOSAL (CHECK ALL APPLICABLE COMPONENTS)

☐ PLANNING OF PROGRAM

☐ INITIATION OF PROGRAM

☒ STRENGTHENING OF EXISTING PROGRAM

☒ EXPANSION OF EXISTING PROGRAM

SECTION C. PROGRAM DETAILS

1. PROGRAM BUDGET

A FEDERAL SHARE (LINE  
7, BUDGET SUMMARY  
FORM, PART IV)

\$ 46635.00

B NON-FEDERAL SHARE  
(LINE 7, BUDGET  
SUMMARY FORM,  
PART IV)

\$ 11012.00

C TOTAL PROGRAM  
BUDGET (LINE 7,  
BUDGET SUMMARY  
FORM, PART IV)

\$ 57647.00

2. IS THE PROPOSED PROGRAM COORDINATED  
WITH A MODEL CITY PROGRAM?

☐ YES

☒ NO

3. NAME OF NEAREST MODEL CITY

N/A

4. HAS THIS PROPOSAL BEEN SUBMITTED ELSEWHERE?  
(IF "YES" INDICATE WHERE)

☐ YES

☒ NO

5. IF COOPERATIVE ARRANGEMENT OR CONSORTIUM WITH AN INSTITUTION OR AGENCY: GIVE THE FOLLOWING FOR THE COORDINATOR.

NAME OF COORDINATING INSTITUTION OR AGENCY

N/A

AREA CODE TELEPHONE NO. EXT.

NAME OF COORDINATOR

TITLE

ADDRESS (STREET)

(CITY)

(STATE)

ZIP CODE

SECTION D. PARTICIPATION IN OTHER FEDERAL PROGRAMS. FISCAL YEAR 1970 (CHECK APPLICABLE ITEMS)

1 ☐ TITLE III, HIGHER EDUCATION ACT OF 1965,  
DEVELOPING INSTITUTIONS, HEW, OE

7 ☐ TITLE V-E, EPDA, TRAINING PROGRAMS FOR HIGHER EDUCATION  
PERSONNEL, HEW, OE

2 ☐ PLANS FOR PROGRESS

8 ☒ EPDA TRAINING PROGRAMS, PARTS C AND D, HEW, OE

3 ☐ MODEL CITIES, DEPARTMENT OF HOUSING AND  
URBAN DEVELOPMENT

9 ☐ VOCATIONAL EDUCATION COOPERATIVE EDUCATION PROGRAM, HEW, OE

4 ☐ UPWARD BOUND, HEW, OE

10 ☒ COLLEGE WORK-STUDY FINANCIAL AID PROGRAM, HEW, OE

5 ☐ TALENT SEARCH, HEW, OE

11 ☐ OTHER (SPECIFY)

6 ☐ SPECIAL SERVICES FOR THE DISADVANTAGED, HEW, OE



# SECTION E. STATISTICAL INFORMATION - INSTITUTIONS OF HIGHER EDUCATION

FILL IN ALL APPROPRIATE SECTIONS AND BLANKS. PUT NA (NOT APPLICABLE) IF IT DOES NOT PERTAIN.

1 ENROLLMENT-- FULL-TIME UNDERGRADUATE ONLY	FALL TERM 1968	FALL TERM 1969	FALL TERM 1970	PERCENT OF STUDENT BODY RECEIVING WORK-STUDY FUNDS DURING ACADEMIC YEAR 1969-1970	2.5 %	YEAR INSTITUTION FIRST FOUNDED
	980	1473	1729			1967

## 2. DESCRIPTION OF EXISTING COOPERATIVE EDUCATION PROGRAM

PERCENT OF STUDENT BODY IN PROGRAM	9 %	PERCENT OF COOPERATIVE STUDENTS RECEIVING WORK-STUDY FUNDS DURING THE ACADEMIC YEAR 1969-1970	10 %	YEAR PROGRAM BEGAN	1967	AVERAGE NO. OF COOPERATIVE PERIODS PER ONE YEAR	50
--	-----	---	------	--------------------	------	---	----

AVERAGE LENGTH OF ALTERNATING SEQUENCE			NUMBER OF COORDINATORS		RATIO OF COORDINATORS TO COOPERATIVE EDUC. STUDENTS	NO. OF EMPLOYING AGENCIES INVOLVED IN PROGRAM
DAYS	WEEKS	MONTHS	FULL-TIME	PART-TIME		
		6-3*	0	4	1-20	69

TYPE OF COOPERATIVE EDUCATION PROGRAM (CHECK APPLICABLE BOX AND INDICATE THE DISCIPLINES)

☐ VOLUNTARY ☒ REQUIRED  
ACADEMIC DISCIPLINES

Agriculture Mechanics  
Agriculture Business & Supply  
Distributive & Marketing Occupations  
Business and Office Occupations

EXPENDITURES FOR COOPERA- TIVE EDUCATION FOR THE 1969-70 ACADEMIC YEAR	
SALARIES	\$ 31,240.
TRAVEL	\$ 563.
OTHER	\$ 430.
TOTAL	\$ 32,233..

## SECTION F. ABSTRACT OF PROPOSAL (BEFORE COMPLETING, REFER TO PAGE 6 IN INSTRUCTIONS)

to broaden the post-secondary educational opportunities for educationally and economically disadvantaged students by offering concentrated vocational counseling services, the opportunity to be employed and earning financial support while enrolled in college to receive training in skilled and semi-skilled occupations and to complete general education courses to meet the needs of individual students.

### Nature of Instruction -

Subject	Credit	Hours Per Week
General Education Courses per quarter (on campus)	8 quarter hours	8 hours per week
Seminar (with coordinator) per quarter (on campus)	1 quarter hour	4 hours per week
On-the-job training	7 quarter hours	20 hours week minimum

## SECTION G. PERSONNEL

1. NAME AND TITLE OF APPLICANT FISCAL OFFICER	AREA CODE	TELEPHONE NO.	EXT.
Tim Helton, Dean of Business Affairs	217	235-0541	-

THE UNDERSIGNED HEREBY CERTIFIES THAT HE IS AUTHORIZED TO FILE, AND TO ACT AS THE REPRESENTATIVE OF THE APPLICANT FOR THIS APPLICATION, FOR A GRANT UNDER THE PROVISION OF THE LABOR-HEW APPROPRIATION ACT, 1970 (P.L. 91-204). THE UNDERSIGNED FURTHER CERTIFIES THAT THE APPLICANT IS FULLY COGNIZANT OF THE CONDITIONS SET FORTH IN THIS APPLICATION FORM AND THAT ALL INFORMATION AND STATEMENTS CONTAINED IN THIS APPLICATION AND THE ATTACHED SUPPORTING DOCUMENTS ARE TRUE AND CORRECT TO THE BEST OF HIS KNOWLEDGE AND BELIEF.

AUTHORIZING OFFICIAL (SIGNATURE)	(TYPED NAME AND TITLE)	DATE
	Virgil H. Judge President	10-9-70

FAMILY INCOME, MINORITY STUDENTS, AND LOCATION OF INSTITUTION

	FY 1969				PROJECTED FY 1970				PROJECTED FY 1971			
	NUMBER ENROLLED	PERCENT OF TOTAL ENROLL- MENT	NUMBER RECEIVING FINANCIAL AID	PERCENT RECEIVING FINANCIAL AID	NUMBER ENROLLED	PERCENT OF TOTAL ENROLL- MENT	NUMBER RECEIVING FINANCIAL AID	PERCENT RECEIVING FINANCIAL AID	NUMBER ENROLLED	PERCENT OF TOTAL ENROLL- MENT	NUMBER RECEIVING FINANCIAL AID	PERCENT RECEIVING FINANCIAL AID
1. FAMILY INCOME												
\$2,999 PER YEAR OR LESS	N/A	N/A	1	N/A	N/A	N/A	3	N/A	N/A	N/A	5	N/A
\$3,000 TO \$5,999	N/A	N/A	3	N/A	N/A	N/A	2	N/A	N/A	N/A	3	N/A
\$6,000 TO \$7,499	N/A	N/A	3	N/A	N/A	N/A	0	N/A	N/A	N/A	1	N/A
\$7,500 OR MORE	N/A	N/A	1	N/A	N/A	N/A	2	N/A	N/A	N/A	1	N/A
2. MINORITY STUDENTS												
INDIAN-AMERICAN	2	.1		50	2	.1		0	3	.1	1	33
MEXICAN-AMERICAN	4	.2	1	25	5	.2		0	4	.1	2	50
NEGRO-AMERICAN	21	1	8	33	25	1	6	24	30	1	7	23
ORIENTAL	2	.1		0	3	.1		0	4	.1		0
PUERTO-RICAN	2	.1	1	50	3	.1	1	33	0	0		0
OTHER (IDENTIFY)	0				0			0	0	0		0

3. LOCATION OF APPLICANT INSTITUTION

- ☒ CITY - POPULATION 24,999 AND BELOW  
☐ CITY - POPULATION 25,000 TO 49,999  
☐ CITY - POPULATION 50,000 TO 99,999  
☐ CITY - POPULATION 100,000 TO 249,999  
☐ CITY - POPULATION 250,000 TO 499,999  
☐ CITY - POPULATION 500,000 TO 999,999  
☐ CITY - POPULATION 1,000,000 AND ABOVE

PART II - INSTITUTIONAL ELIGIBILITY, AND ASSURANCES AND CONDITIONS FOR APPLICANT

INSTRUCTIONS: EACH APPLICANT AND COOPERATING INSTITUTION OR AGENCY INVOLVED IN A PROPOSAL MUST SUBMIT THREE (3) COPIES OF THIS PART II. INSTITUTIONS OF HIGHER EDUCATION MUST FILL OUT ALL SECTIONS, BUT ORGANIZATIONS, AGENCIES, BUSINESS ENTITIES SHOULD OMIT SECTION C. THE UNDERSIGNED APPLICANT HEREBY ASSURES THE U.S. COMMISSIONER OF EDUCATION THAT IT IS ELIGIBLE FOR SUPPORT BY MEETING ALL OF THE REQUIREMENTS LISTED UNDER SECTIONS C AND D BELOW.

SECTION A. NAME AND ADDRESS OF APPLICANT

Lake Land College District No. 517

1921 Richmond Avenue  
Mattoon, Illinois 61938

SECTION B. CHIEF ADMINISTRATIVE OFFICER OF INSTITUTION OR AGENCY COMPLETING THIS FORM

(TYPED NAME)

(SIGNATURE)

Virgil H. Judge

SECTION C. ELIGIBILITY REQUIREMENTS - INSTITUTIONS OF HIGHER EDUCATION (CHECK THE APPROPRIATE ITEMS)

- 1 ☒ ADMITS AS REGULAR STUDENTS ONLY PERSONS HAVING A CERTIFICATE OF GRADUATION FROM A SCHOOL PROVIDING SECONDARY EDUCATION OR THE RECOGNIZED EQUIVALENT OF SUCH A CERTIFICATE;
- 2 ☒ IS LEGALLY AUTHORIZED WITHIN ITS STATE TO PROVIDE A PROGRAM OF EDUCATION BEYOND SECONDARY EDUCATION;
- 3 ☒ PROVIDES AN EDUCATIONAL PROGRAM FOR WHICH IT AWARDS A BACHELOR'S DEGREE, OR PROVIDES NOT LESS THAN A TWO-YEAR PROGRAM WHICH IS ACCEPTABLE FOR FULL CREDIT TOWARD SUCH A DEGREE;
- 4 ☒ IS A PUBLIC OR OTHER NONPROFIT EDUCATIONAL INSTITUTION;
- 5 ☐ MEETS ONE OF THE THREE (3) FOLLOWING ACCREDITATION REQUIREMENTS:
- ☐ IS ACCREDITED BY THE FOLLOWING NATIONALLY RECOGNIZED ACCREDITING AGENCY OR ASSOCIATION  
NAME \_\_\_\_\_
- OR ☒ HAS A RECOGNIZED PRE-ACCREDITATION STATUS WITH THE FOLLOWING NATIONALLY RECOGNIZED ACCREDITING AGENCY OR ASSOCIATION  
NAME Candidate Status with North Central Association
- OR ☐ THOUGH NONACCREDITED IT IS CERTIFIED BY THE U.S. OFFICE OF EDUCATION, WITHIN THE TWO YEARS PRECEDING THE DATE OF APPLICATION, AS BEING AN INSTITUTION WHOSE CREDITS ARE AND HAVE BEEN ACCEPTED ON TRANSFER BY NOT LESS THAN THREE (3) INSTITUTIONS WHICH ARE SO ACCREDITED, FOR CREDIT ON THE SAME BASIS AS IF TRANSFERRED FROM AN INSTITUTION SO ACCREDITED.
- 6 ☒ IS A SCHOOL WHICH PROVIDES NOT LESS THAN A ONE-YEAR PROGRAM TO PREPARE STUDENTS FOR GAINFUL EMPLOYMENT IN A RECOGNIZED OCCUPATION AND WHICH MEETS THE PROVISIONS OF ITEMS 1, 2, 4, AND 5.

SECTION D. ASSURANCES AND CONDITIONS (CHECK APPROPRIATE ITEMS) (TO BE COMPLETED BY ALL APPLICANTS INCLUDING COOPERATING INSTITUTIONS AND AGENCIES)

THE INSTITUTION/AGENCY HEREBY ASSURES THE U.S. COMMISSIONER OF EDUCATION THAT IT:

- 1 ☒ HAS COMPLIED WITH FEDERAL CIVIL RIGHTS LEGISLATION INCLUDING TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 (HEW FORM 441).
- 2 ☒ AGREES TO CONDUCT THE PROJECT IN ACCORDANCE WITH THE LABOR-HEW APPROPRIATION ACT, 1970 (P.L. 91-204) AND INSTRUCTIONS AS THE COMMISSIONER MAY ISSUE FROM TIME TO TIME.
- 3 ☒ AGREES TO SUBMIT REPORTS IN SUCH FORM AND CONTAINING SUCH INFORMATION AS THE COMMISSIONER MAY REQUIRE.
- 4 ☒ AGREES TO MAINTAIN ADEQUATE AND SEPARATE ACCOUNTING AND FISCAL RECORDS ON FUNDS RECEIVED UNDER EACH AWARD AND WILL MAKE AVAILABLE FOR AUDIT TO REPRESENTATIVES OF THE COMMISSIONER SUCH RECORDS AND ACCOUNTS AT ANY REASONABLE TIME.
- 5 ☒ AGREES, IF AN INSTITUTION OF HIGHER EDUCATION, TO EXPEND DURING THE FISCAL YEAR FROM ITS OWN SOURCES NOT LESS THAN WAS EXPENDED FOR COOPERATIVE EDUCATION DURING THE PREVIOUS FISCAL YEAR.

PART III - NARRATIVE

ALL PROPOSALS MUST BE ACCOMPANIED BY A NARRATIVE NOT TO EXCEED TEN (10) DOUBLE SPACED PAGES. SEE INSTRUCTIONS FOR PREPARATION OF NARRATIVE.



NAME AND ADDRESS OF INSTITUTION (INCLUDE ZIP CODE)

NAME OF PROGRAM

Lake Land College District No. 517  
1921 Richmond Avenue  
Mattoon, Illinois 61938

Learn and Earn Program

NAME OF PERSON DIRECTING PROGRAM

AREA CODE TELEPHONE NO. EXT.

Charles Green

217

234-8130

1 DIRECT OPERATING COSTS - PERSONNEL, LIST ALL POSITION TITLES. INDICATE THE PERCENT OF TIME ON THE PROGRAM; EMPLOYEE SERVICES AND BENEFITS; AND METHOD OF SALARY CALCULATION, INCLUDING PERIOD OF EMPLOYMENT. SEE PAGE 8 OF INSTRUCTIONS

POSITION TITLES	METHOD OF SALARY CALCULATION	PERIOD OF EMPLOYMENT	COST SHARING		
			FEDERAL	NON-FEDERAL	TOTAL
Program Director (Coordinator) (50% administration 25% on-job supervision 25% teaching)	100% on project 1360. per mo. for 12 months	July 1, 1971 to June 30, 1972	\$16,320.	* 180.	\$ 16,500.
Counselor 100% Guidance and Counseling	100% on project \$1000 per mo. for 12 months	July 1, 1971 to June 30, 1972	12,000.	* 180.	12,180.
Instructors (eight at one-fourth time) 100% Instruction	25% on project, one-fourth salary of eight instructors at \$1000 per mo. for nine months	Sept. 1, 1971 to May 30, 1972	9,000.	a* 9360.	18,360.
Consultants (2) Continued In-Service Training of Staff	Four days at \$50 per day each	Sept. 1&2, 1971	400.	** 240.	640.
Secretary	100% on project-\$375 per month for 12 months	July 1, 1971 to June 30, 1972	4,500.	* 180.	4680.
2 TOTAL - PERSONNEL			\$2,220.	\$10,140.	\$ 52,360.

DE FORM 1193, 9/70

(THE INSTITUTION SHOULD REPRODUCE ADDITIONAL COPIES OF THESE PAGES AS NEEDED)

\* - Health & Accident Insurance: \$15.00 per month.  
\*\* - Meals and lodging.  
a\* - Institutions share of salaries.

## PART IV - BUDGET SUMMARY FORM (CONTINUED)

## 3 OTHER DIRECT OPERATING COSTS

A. TRAVEL, INDICATE THE NUMBER OF TRIPS INVOLVED, MODES OF TRANSPORTATION, (IF BY AUTO, RATE PER MILE), DISTANCES TRAVELED, DESTINATIONS, INTERMEDIATE STOPS, ETC. SHOW ALSO, IF APPLICABLE, THE NUMBER OF DAYS PER DIEM AND RATE. SEE PAGE 9 OF INSTRUCTIONS.		FEDERAL	NON-FEDERAL	TOTAL
Director: 50 trips by auto with average round trip at 60 miles each to supervise on the job training at 9¢ per mile. Four trips of 200 miles each for conference.		342.00	* 38.00	380.00
Counselor: 20 trips to area high school of 30 miles each, 2 conference trips of 200 miles each.		90.00	* 10.00	100.00
Consultants: one round trip each for 2 consultants of 300 miles each		54.00		54.00
TRAVEL TOTAL		\$ 486.00	\$ 48.00	\$ 534.00
B. OTHER, GIVE AN ITEMIZED LIST OF CHARGES TO "OTHER" WITH APPROPRIATE EXPLANATIONS FOR SUCH ITEMS AS COMMUNICATION, SUPPLIES, PRINTING, ETC.				
Communication (Telephone for staff - long distance charges only)		75.00	** 100.00	175.00
Printing (Brochures describing program, forms, etc.)		300.00	100.00	400.00
Supplies (Paper and office supplies)		100.00	100.00	200.00
OTHER TOTAL		\$ 475.00	\$ 300.00	\$ 775.00
4 SUBTOTAL FOR (A) TRAVEL AND (B) OTHER (SUM OF LINES 3A AND 3B)		\$ 961.00	\$ 348.00	\$ 1309.00
5 TOTAL DIRECT OPERATING COSTS (SUM OF LINES 2 AND 4)		\$ 43,181.00	\$ 10,488.00	\$ 53,669.00
6 INDIRECT COSTS		\$ 3,454.00		\$ 3,454.00
A FEDERAL SHARE (COMPUTE AT 8 PERCENT OF DIRECT FEDERAL SHARE)				
B NON-FEDERAL SHARE (TO BE DETERMINED BY THE INSTITUTION) at 5%			\$ 524.00	\$ 524.00
7 TOTAL DIRECT PLUS INDIRECT COSTS (SUM OF LINES 5 AND 6)		\$ 46,635.00	\$ 11,012.00	\$ 57,647.00

OE FORM 1193, 9/70

PAGE 6

\* - Additional 1¢ per mile by institutional policy

\*\* - Monthly telephone charge



### PART III. COOPERATIVE EDUCATION PROGRAM NARRATIVE

#### A. Institutional Description

Lake Land College of Mattoon, Illinois, is a two-year community college established in 1966. Classes started in September, 1967, with an enrollment of 627 students in day and evening classes. By the fall of 1969 enrollment had increased to over 2,000 students.

The college district is located in East Central Illinois and is composed of all or parts of eleven counties with a total district population of approximately 125,000 people. The area is of mixed demographic character, much of it being rural in nature but also containing considerable trade and industry in the larger communities which are Mattoon, population 21,000, and Charleston, population 16,000, both located in Coles County which is the geographic and population center of the district.

It is the stated policy of the board and administration of the college and a part of the philosophy of the staff to provide a climate of instruction which will encourage student success. The college maintains an open-door policy of admissions admitting anyone eighteen years of age or older qualified to complete any one of its programs. The school strives to provide a broad and practical curriculum suited to the needs of the people of the district. To this end, the curriculum is almost equally divided between academic and vocational-technical courses.

Essentially, the college provides programs and curriculums for business, trade, or technical training, for academic and pre-professional training, for adult part-time and evening courses and refresher, developmental, or preparatory courses for students with academic deficiencies.

Lake Land College can be characterized as an institution which is comprehensive in program, non-selective in regard to admission, low in cost, and located in proximity to the students it serves. The institution accepts community services as one of its major functions and gives priority to the teaching role of its faculty.

The unique purposes and objectives of Lake Land College affects the characteristics of the students who are enrolled in the college. Its students tend to come from homes where the educational attainment of parents resembles that of the general population.

Almost one-fifth of the parents of Lake Land students have no high school education. Many of the fathers of Lake Land students have occupations in the crafts and unskilled classifications. Students range very high to very low in ability level, but the ability curve of all entering students is skewed to the left when compared to college students in general. Over thirty percent fall in the lowest stanines of ability levels. Approximately sixty percent fall in the middle three stanines and fourteen percent in the top three groups. As is characteristic of community college students throughout the nation, many Lake Land students do not complete their community college program. Sophomore year enrollments are about half that of the freshman class. It is obvious that the Lake Land student, in most cases, is a different learner indeed from those who have traditionally entered college. Therefore, Lake Land College cannot simply pattern its programs and professional staff on the college and university model if it is to serve its students effectively.

By philosophy and design, Lake Land College employs faculty members who are committed to teaching. Professional growth, teaching effectiveness and concern for the welfare of students are criteria by which instructors are judged and promoted. Lake Land College places great emphasis on the counseling of students and faculty-student relationships. All instructors are assigned specific responsibilities for students in academic advisement, counseling and supervision of activities.

In spite of the efforts that have been made at Lake Land College through low cost tuition, open-door admissions, and intensive counseling, a careful analysis of the educational needs for post-secondary programs in the local area reveals that the economically disadvantaged and the academically disadvantaged students of the community are not afforded an opportunity or are unable to avail themselves of the opportunity to enroll in post-secondary programs at the college. Conditions which have been identified through local studies which contribute to this problem are as follows:

a. Detailed follow-up studies indicate that inadequate finances is the major cause of student dropouts. The college's financial aids office assists students in qualifying for a wide variety of state and local scholarships and loan programs, but there is evidence

that dropouts have financial needs which extend well beyond the cost of their tuition and related college fees. The financial need of these students is closely tied to the overall financial disability of their family. In most instances students are unable to pursue their educational objectives because they are needed at home to contribute to the total family income.

b. All nineteen secondary schools in the community college district have grouped to form the Eastern Illinois Special Education District. The cooperative has designed and implemented in the secondary schools a special curriculum for educationally disadvantaged and mentally handicapped students. For several years these educationally disadvantaged students have been graduating from the secondary schools after having fulfilled the requirements of the special curricula and are ready to enter some type of post-secondary training program. Studies show these students often come from economically and disadvantaged homes. Follow-up studies of these students show that very few enter the community college. An advisory board composed of representatives from the secondary schools, the faculty and administration of Lake Land College has recommended that Lake Land College design a cooperative education program which can serve the needs of these students.

In an effort to better meet the needs of these students, the Learn and Earn Program has been developed to be administered by Lake Land College with the participation of public or private employers to provide on-the-job training opportunities which may not be otherwise available to such students. The objectives of the program are as follows:

a. To broaden the post-secondary educational opportunities for educationally and economically disadvantaged students by offering concentrated vocational counseling services, the opportunity to be employed and earning financial support while enrolled in college to receive training in skilled and semi-skilled occupations and to complete general education courses to meet the needs of individual students.

b. To provide for such students vocational training through an organized curriculum in cooperative education for those students who can benefit from such a program where now neither a one-year certificate program nor a two-year associate degree is offered in these areas in this institution.

### B. Needs To Be Served

Data on the labor demand and supply at state and local levels indicate the critical need for trained people in the skilled and semi-skilled occupations. Table I shows the current employment levels in the state of Illinois in eight occupational areas, the projected additional labor demand for 1974 and the output of trainees for 1970 and 1974. An analysis of this data reveals the critical shortages of trained personnel the state of Illinois is facing. (Appendix - Table I)

Studies completed in the local area served by the community college district reveal similar manpower needs in six occupational areas. Table II shows a sixteen percent projected growth in employment in the area by 1980. (Appendix - Table II)

In addition to meeting local and state needs, the cooperative education program is designed to further national priorities. The program by definition will give top priority to students who are economically and academically disadvantaged. Returning veterans will be eligible and encouraged to participate in the program. The demographic profile for the eleven county area reveals that 29% of the population is classified as rural-farm. Families with income under \$3,000 annually represent 32% of the population. Students from these families represent the primary target group.

### C. Program Description

The Lake Land College Learn and Earn Program was developed over a period of fourteen months in cooperation with the Eastern Illinois Special Education Unit, the Illinois Board of Vocational Education, the Illinois State Junior College Board, and other related agencies. The curriculum guidelines which have been developed and approved for implementation by the Illinois Board of Vocational Education and the Illinois State Junior College Board are as follows:

1. To provide training for the acquisition of basic employability characteristics.
2. To provide for academic teachers in the program, information about the needs for general education related to specific vocational training areas.



3. To provide the student with a salable skill.
4. To combine general education on campus with on-the-job training in business or industry.
5. To provide for flexibility in the instructional periods required for course completion.
6. To provide materials and appropriate space for maximum utilization of individualized instruction.
7. To make maximum use of pre-vocational counseling and to provide vocational counselor support during the entire time the student is enrolled in the curriculum and as part of the follow-up activities.

The first students were enrolled in the Cooperative Education Program in the 1970 fall quarter. After testing, personal interviews, examination of high school records, and interviews with student's parents and previous teachers, the student's educational and occupational objectives were determined. On-the-job training centers have been identified in the local and area communities in the areas of industry, business, agriculture, home economics, health and service occupations. Once a student has identified his educational and occupational goals, arrangements will be made for an on-the-job training station which will fulfill the student's requirements, and an academic program will be selected which will promote the development of the student's occupational goals, his on-the-job training and his general education requirements.

The students placed in the program were basically underachievers with serious economic problems. However, their potential seemed to indicate capabilities well beyond past performances. Students were placed in programs as auto mechanics, nurses aides, custodians, horticulturalists, and service station operators, to mention a few. Programs in medical laboratory technology and police methods are being planned at the present.

The on-the-job training standards are designed to provide training that: 1) is related to existing career opportunities with potential for promotion and advancement; 2) does not displace other workers; 3) employs student learners in conformity with federal,



state, and local laws and regulations in a manner not resulting in exploitation of student learners for private gain; and, 4) is conducted in accordance with agreements between Lake Land College and the employers. The on-the-job training and academic instructional work is scheduled as indicated. (Appendix - Table III)

Training time for the program varies in accordance to job specifications and individual needs. The time required to complete the program may vary from three months to twenty-four months. Students are scheduled to meet with the program coordinator four days per week. On-the-job supervisors will submit written evaluations of the students job performance to the program coordinator.

#### D. Recruitment of Students

Students are drawn principally from within the Lake Land College district. The cooperation of several local, state, and federal agencies are enlisted to identify students eligible for the program. Among these agencies are the Illinois Division of Vocational Rehabilitation, the Illinois Division of Employment Service, the Illinois Veterans Commission, State Welfare Agencies, the Eastern Illinois Area Special Education District, the Office of Economic Opportunity, Effingham, Illinois, and all public high schools in the college district and surrounding area. Students are individually tested and counseled. Persons identified as economically disadvantaged and academically disadvantaged, or veterans receive priority for admission to the program.

The vocational and academic counseling provided for students represents the most vital aspect of the entire program. This counseling is provided by the program Director, the vocational counselor assigned to the project, the personnel assigned to supervise students at the job stations and the teachers of the students' academic courses, who through special in-service training, are sensitized to the unique needs and interests of students in the Learn and Earn Program. Intensified counseling will be emphasized during all phases of the students' participation in the program from the initial recruitment efforts through the job placement phase and the follow-up activities.

An important feature of the Learn and Earn Program will consist of helping the student find appropriate full-time employment upon graduation from the program. The college operates a placement office which works with business and industries in the area in finding suitable employment for graduates and non-graduates of the occupational programs. The college will be financially able to appropriate sufficient funds to the Learn and Earn Program when Federal Funding is withdrawn. (Appendix - Exhibit A)

The success of any program is related closely to the extent of, and diligence in, the preparation of evaluative techniques. Extensive forms and procedures have been devised at Lake Land College to adequately insure insight into the present programs, and revisions of those areas where progress is essential for an expanding and challenging program.

Every effort will be made to disseminate complete and accurate information to all Federal, State, and local agencies. Further information will be shared with the communities in the College district and specifically to business, industry, and local governmental officials.

Frequent analysis of the subjective and objective data available will be made to determine the following for evaluative purposes:

a. Performance of "in program" students and discernible information is received from their "on the job" employers, the faculty for academic studies, program director, counselors, and etc. Any significant correlation (positive or negative) between academic and on the job performance will be noted.

b. Seek through counseling the factors contributing to students dropping from the program. Attempts will be made to either place the student in other occupations or provide assistance in job placement.

c. Student evaluation of such matters as academic subject pertinence, experiences on the job, psychological situations that cause frustrations, and general program comments.

d. Such post-program features as job placement of students, salary range, percentage of students completing program, general level of position open to graduates, and community attitudes concerning the program. These factors will assist in determining the validity of student placement and ultimately program success.

e. Continuing post-program counseling to relieve anxieties and frustrations from actual "on the job" performance.

f. Statistical program data will be analyzed in light of the effect it may have on area employment figures such as lower unemployment, wage index increases, welfare roll decreases, poverty program relief, and local job demands. Department of Labor statistics will be utilized as the control cases.

## **2. Project Staff**

The number, qualifications and responsibilities of the cooperative education staff are as follows:

### a. Program Coordinator (1)

Qualifications and duties: Supervisory competency to include educational leadership, successful classroom teaching experience, and methods and techniques of occupational instruction; two years teaching experience in vocational-technical programs, or comparable experience in education, business and/or industry; a masters degree in professional education.

The coordinator shall have direct responsibility for the planning, implementation and direction of the Learn and Earn Program. The coordinator will supervise recruitment activities, assist in the development of appropriate admission procedures, coordinate all counseling activities by program staff members, make contact with business and industries to secure appropriate training stations for students, visit on a regular basis students completing the on-the-job training phase of the program, conduct seminars and conferences on campus for students in the program to insure continuity between on-the-job training and academic phases of the program, conduct in-service training workshops for teachers in the academic phase of the program to insure that objectives are met, coordinate job placement activities and follow up activities by project personnel, and acquaint all segments of the college community with the overall objectives and purposes of the program.

### b. Vocational Counselor (1)

Qualifications and duties: The competencies of the vocational counselor shall include educational leadership in programs of vocational guidance relative to current occupational

information, employment opportunities, and educational training opportunities for persons entering or in the world of work. Previous experience with the educational and economically disadvantaged and the handicapped is desired. This person shall have a masters degree in guidance and counseling.

Duties:

1. Identify individuals who can be served by the cooperative education program and encourage their enrollment in this curriculum.
2. Provide individuals with information through testing, interviews, and other techniques helpful in making a meaningful and informed program choice.
3. Aid graduates in placement upon completion of the Learn and Earn Program.
4. Conduct follow-up studies to determine the effectiveness of the Learn and Earn program and the related guidance and counseling.

c. Instructors (part time) (8)

Professional Competencies: A masters degree in the academic area in which the instructor is teaching; an agreement to participate in relevant workshops and seminars sponsored by the Illinois State Board of Vocational Education and Lake Land College in order to reinforce his professional competencies. Instructors of the cooperative education program will be drawn from the full-time faculty of the college, and they will participate in the program on a part-time basis to teach the academic courses required for all students in the program.

d. Consultants (2)

Qualifications: Expertise and experience in conducting workshops and seminars for teachers and administrators to sensitize workers in the cooperative education program to the special needs, requirements and characteristics of the educationally and economically disadvantaged and the physically handicapped.

e. Secretary (1)

Competencies: Shall include typing, shorthand, general clerical work with at least one year experience as a secretary.

Duties:

To perform general clerical work for the staff.



## F. Future Program Expansion

The Learn and Earn Program, although operating on a minimal budget the first year, has been envisioned to expand the many potential services so necessary if Lake Land College is to meet the very challenge that necessitated its existence, that of providing educational and vocational training for the high potential (low performing) students of the area. Constantly changing demands on the trained labor market from new technology, indicate that if Lake Land College is to be the focal point of communities interested in their citizens and seeking enlightened and new programs, constant revision and evaluation must become an integral part of the Learn and Earn Program.

Future program expansion will involve many areas and services. The use of students who have completed or near the end of their programs will be utilized as "student recruiters." These students have a high potential in recruiting new and deserving prospects. Students completing the program will become targets for "post program counseling" to insure their success in full time labor conditions.

The economically deprived student needs are acute and often the smallest amount of financial outlay will prove a barrier to their inclusion in the program. Future allocations must be sensitive to the granting of scholarships, aids, or other appropriate methods to allow all students to participate in the program. This will allow them to use the monies earned in the program for personal uses, or to satisfy parents who insist they contribute financially to the family income. Students would be counseled on budgeting and the wise allocation of personal monies.

The inevitable impact generated on the Lake Land College area from a potentially able and trained labor force will mold the business, municipal, and industrial community into a close and respectful associate of the college. With this partnership established a highly sophisticated program will evolve. Lake Land College, with adequate monies from the Federal programs, shall meet this challenge in the years ahead.



# APPENDIX

TABLE I

## EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL-EDUCATION PROGRAMS

### LABOR DEMAND AND SUPPLY SUMMARY 1)

State of Illinois			Fiscal Year Ending June 30, 1970					
OE CODE 2)	INSTRUCTIONAL PROGRAM	CURRENT EMPLOYMENT	PROJECTED ADDITIONAL LABOR DEMAND 3)		PROJECTED ADDITIONAL LABOR SUPPLY			
					Vocational Education Output		Other Sectors Output	
			1970	1974	1970	1974	1970	1974
	TOTAL	4,729,100	252,000	296,000	51,000	70,000	13,500	14,500
01.0000	Agri.Occup.							
	Production	101,000	2,060	2,000	3,100	3,500	0	0
	Related Occup.	393,000	16,250	18,700	1,700	3,000	500	500
04.0000	Distribution Occup.	651,100	30,000	60,000	3,000	7,000	1,500	1,500
07.0000	Health Occup.	322,000	41,000	51,000	1,500	8,000	3,500	4,500
09.0000	Home Ec.Occup.(GWT)	153,000	18,000	21,500	1,500	4,000	1,500	1,500
16.5000	Office Occup.	1,173,000	49,220	56,500	25,000	28,000	3,000	3,000
16.0000	Technical Occup.	8,000	2,970	4,000	1,200	2,500	500	500
17.0000	Trade & Indus.Occup.	1,746,000	72,500	82,500	12,000	15,000	1,000	1,000

- 1) Data from Illinois Employment Service, Department of Business & Economic Development, Bureau of Labor Statistics. Projections based on selected estimates.  
 2) Information available only for 2 digit breakdown  
 3) Projected demand and supply includes additional workers above or below current employment

TABLE II

### MANPOWER REQUIREMENTS - 1980

Officials and Managers	+21%
Sales Workers	+25%
Office and Clerical	+13%
Skilled Craftsmen	+12%
Semi-skilled Craftsmen	+12%
Unskilled Laborers	+14%

TABLE III

### NATURE OF INSTRUCTION

Subject	Credit	Hours Per Week
General Education Courses per quarter (on campus)	8 qtr. hours	8 hours week
Seminar (with coordinator) per quarter (on campus)	1 qtr. hour	4 hours week
On-the-job training	7 qtr. hours	20 hours week minimum

## Appendix

### EXHIBIT A

Lake Land College hereby acknowledges the basic program described in the narrative section of the project application has been operational for less than one month, based entirely on funding from local sources. The original commitment by the College Board was in "principal" feeling funds derived from the Cooperative Educational Program would partially defray the expense involved, and allow other vitally needed programs to be developed where Federal monies are not available. However, the original application forms for the project, due on May 1, 1970, and extended to May 15, 1970, were not received by Lake Land College until May 15, 1970. This is substantiated in a letter dated June 2, 1970 from President Virgil Judge to Dr. Paul Carnell in the U.S. Office of Education. In a letter of reply from Mr. John Orcutt of the U.S. Office of Education on July 9, 1970 acknowledgement was made as to the lateness of the application forms and advising to file forms by September 15, 1970. Said forms are included herein requesting a budget for monies expended.

The Learn and Earn Program, so vitally needed in the area, will suffer from the lack of proper expansion and program growth unless Federal monies are available.

It is further recognized that the urban areas of the nation will encumber the majority of funds allocated under this program, but it must be pointed out that a government serves all of its constituents and certainly the area of Lake Land College provides a set of its own particular problems just as important to the people of this area as any other.

APPLICATION FOR GRANT UNDER PART A, TITLE VI, OF THE HIGHER EDUCATION ACT OF 1965 (P.L. 89-329)  
FOR EQUIPMENT AND MATERIALS TO IMPROVE UNDERGRADUATE INSTRUCTION

- ☒ CATEGORY I - LABORATORY AND OTHER SPECIAL EQUIPMENT, MATERIALS, AND MINOR REMODELING  
☐ CATEGORY II - TELEVISION EQUIPMENT, MATERIALS, AND MINOR REMODELING FOR CLOSED CIRCUIT DIRECT INSTRUCTION

<p><b>1.0</b> NAME AND ADDRESS OF APPLICANT INSTITUTION, BRANCH CAMPUS, OR REPRESENTATIVE FOR A COMBINATION OF INSTITUTIONS</p> <p><b>Lake Land College District #517</b>  <b>1921 Richmond Avenue</b>  <b>Coles County</b>  <b>Mattoon, Illinois 61938</b></p> <p><b>22nd Congressional District</b></p>	<p><b>5.0 FOR STATE COMMISSION ONLY</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>5.1</b></td> <td style="width: 60%;">STATE COMMISSION CONTROL NUMBER</td> <td style="width: 30%;"></td> </tr> <tr> <td><b>5.2</b></td> <td>DATE RECEIVED BY STATE COMMISSION</td> <td></td> </tr> <tr> <td><b>5.3</b></td> <td>PROJECT BUDGET APPROVED BY STATE COMMISSION</td> <td>\$</td> </tr> <tr> <td><b>5.4</b></td> <td>FED. GRANT RECOMMENDED BY STATE COMMISSION IN ACCORDANCE WITH THE STATE PLAN</td> <td>\$</td> </tr> </table> <p><b>5.5</b> STATE COMMISSION CERTIFIES:</p> <p>A. THAT IT HAS SATISFIED ITSELF THAT THE DATA CONTAINED IN THE APPLICATION ARE VALID, AND THAT THE INSTITUTION AND THE PROJECT MEET THE BASIC ELIGIBILITY REQUIREMENTS SET FORTH IN THE ACT AND THE REGULATIONS GOVERNING THE ADMINISTRATION OF THE ACT.</p> <p>B. THAT THE RECOMMENDED GRANT AMOUNT HAS BEEN CALCULATED IN ACCORDANCE WITH THE PROVISIONS IN THE STATE PLAN.</p> <p>C. THAT THE CURRENT PROJECT REPORT DATES:</p> <p>LISTED THIS GRANT APPLICATION IN THE PRIORITY SEQUENCE RECOMMENDED.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">SIGNED</td> <td style="width: 30%;">DATE</td> </tr> <tr> <td colspan="2" style="height: 40px;"></td> </tr> </table> <p>NAME AND TITLE</p>	<b>5.1</b>	STATE COMMISSION CONTROL NUMBER		<b>5.2</b>	DATE RECEIVED BY STATE COMMISSION		<b>5.3</b>	PROJECT BUDGET APPROVED BY STATE COMMISSION	\$	<b>5.4</b>	FED. GRANT RECOMMENDED BY STATE COMMISSION IN ACCORDANCE WITH THE STATE PLAN	\$	SIGNED	DATE		
<b>5.1</b>	STATE COMMISSION CONTROL NUMBER																
<b>5.2</b>	DATE RECEIVED BY STATE COMMISSION																
<b>5.3</b>	PROJECT BUDGET APPROVED BY STATE COMMISSION	\$															
<b>5.4</b>	FED. GRANT RECOMMENDED BY STATE COMMISSION IN ACCORDANCE WITH THE STATE PLAN	\$															
SIGNED	DATE																
<p><b>2.0</b> TYPE OF INSTITUTION OR INSTITUTIONS  <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> PRIVATE NONPROFIT</p>																	
<p><b>3.0</b> SUPPLEMENTAL ADMINISTRATIVE INFORMATION</p> <p>NAME AND TITLE OF ADMINISTRATIVE HEAD OF THE INSTITUTION AND/OR BRANCH CAMPUS</p> <p><b>Mr. Virgil H. Judge, President</b></p> <p>PROJECT REPRESENTATIVE'S NAME AND ADDRESS</p> <p><b>Mr. Robert D. Webb, Vice President</b>  <b>1921 Richmond</b>  <b>Mattoon, Illinois 61938</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">AREA CODE</td> <td style="width: 40%;">TELEPHONE NUMBER</td> <td style="width: 40%;">EXTENSION</td> </tr> <tr> <td><b>217</b></td> <td><b>235-0541</b></td> <td><b>-</b></td> </tr> </table>	AREA CODE	TELEPHONE NUMBER	EXTENSION	<b>217</b>	<b>235-0541</b>	<b>-</b>											
AREA CODE	TELEPHONE NUMBER	EXTENSION															
<b>217</b>	<b>235-0541</b>	<b>-</b>															
<p><b>4.0</b> FEDERAL GRANT REQUEST</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>4.1</b></td> <td style="width: 60%;">TOTAL PROJECT BUDGET</td> <td style="width: 30%;">\$ <b>9160.00</b></td> </tr> <tr> <td><b>4.2</b></td> <td>FEDERAL GRANT REQUEST -- AMOUNT MAY NOT EXCEED LIMITS ESTABLISHED IN THE STATE PLAN</td> <td>\$ <b>4580.00</b></td> </tr> </table>	<b>4.1</b>	TOTAL PROJECT BUDGET	\$ <b>9160.00</b>	<b>4.2</b>	FEDERAL GRANT REQUEST -- AMOUNT MAY NOT EXCEED LIMITS ESTABLISHED IN THE STATE PLAN	\$ <b>4580.00</b>											
<b>4.1</b>	TOTAL PROJECT BUDGET	\$ <b>9160.00</b>															
<b>4.2</b>	FEDERAL GRANT REQUEST -- AMOUNT MAY NOT EXCEED LIMITS ESTABLISHED IN THE STATE PLAN	\$ <b>4580.00</b>															
<p><b>6.0</b> DISCRIMINATION PROHIBITED -- TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 STATES: "NO PERSON IN THE UNITED STATES SHALL, ON THE GROUND OF RACE, COLOR, OR NATIONAL ORIGIN, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE SUBJECTED TO DISCRIMINATION UNDER ANY PROGRAM OR ACTIVITY RECEIVING FEDERAL ASSISTANCE." THEREFORE THE HIGHER EDUCATION ACT OF 1965 LIKE EVERY OTHER PROGRAM OR ACTIVITY RECEIVING FINANCIAL ASSISTANCE FROM THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, MUST BE OPERATED IN COMPLIANCE WITH THIS LAW.</p> <p>THIS INSTITUTION OR BRANCH CAMPUS FOR WHICH THIS APPLICATION IS SUBMITTED HAS BEEN ASSIGNED</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%;">ASSURANCE NUMBER</td> </tr> <tr> <td></td> <td><b>230535</b></td> </tr> </table>				ASSURANCE NUMBER		<b>230535</b>											
	ASSURANCE NUMBER																
	<b>230535</b>																
<p><b>7.0</b> THE UNDERSIGNED HEREBY CERTIFIES: THAT HE IS AUTHORIZED TO FILE, AND TO ACT AS THE REPRESENTATIVE OF THE APPLICANT FOR THIS APPLICATION FOR A GRANT UNDER THE PROVISIONS OF PART A, TITLE VI OF THE HIGHER EDUCATION ACT OF 1965 FOR THE FEDERAL FISCAL YEAR ENDING JUNE 30, 19 <u>71</u> (YEAR). THE UNDERSIGNED FURTHER CERTIFIES THAT THE APPLICANT IS FULLY COGNIZANT OF THE CONDITIONS SET FORTH IN THIS APPLICATION FORM AND REGULATIONS AND THAT ALL INFORMATION AND STATEMENTS CONTAINED IN THIS APPLICATION AND THE ATTACHED SUPPORTING DOCUMENTS ARE TRUE AND CORRECT TO THE BEST OF HIS KNOWLEDGE AND BELIEF.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>NAME, TITLE, AND MAILING ADDRESS OF AUTHORIZED REPRESENTATIVE OR AGENT</p> <p><b>Mr. Robert D. Webb</b>  <b>Vice President</b>  <b>1921 Richmond Avenue</b>  <b>Mattoon, Illinois 61938</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">AREA CODE</td> <td style="width: 40%;">TELEPHONE NUMBER</td> <td style="width: 40%;">EXTENSION</td> </tr> <tr> <td><b>217</b></td> <td><b>235-0541</b></td> <td><b>-</b></td> </tr> </table> </td> <td style="width: 50%; vertical-align: top;"> <p>SIGNATURE</p> <div style="height: 40px;"></div> <p>DATE OF APPLICATION</p> <p><b>January 22, 1971</b></p> </td> </tr> </table>			<p>NAME, TITLE, AND MAILING ADDRESS OF AUTHORIZED REPRESENTATIVE OR AGENT</p> <p><b>Mr. Robert D. Webb</b>  <b>Vice President</b>  <b>1921 Richmond Avenue</b>  <b>Mattoon, Illinois 61938</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">AREA CODE</td> <td style="width: 40%;">TELEPHONE NUMBER</td> <td style="width: 40%;">EXTENSION</td> </tr> <tr> <td><b>217</b></td> <td><b>235-0541</b></td> <td><b>-</b></td> </tr> </table>	AREA CODE	TELEPHONE NUMBER	EXTENSION	<b>217</b>	<b>235-0541</b>	<b>-</b>	<p>SIGNATURE</p> <div style="height: 40px;"></div> <p>DATE OF APPLICATION</p> <p><b>January 22, 1971</b></p>							
<p>NAME, TITLE, AND MAILING ADDRESS OF AUTHORIZED REPRESENTATIVE OR AGENT</p> <p><b>Mr. Robert D. Webb</b>  <b>Vice President</b>  <b>1921 Richmond Avenue</b>  <b>Mattoon, Illinois 61938</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">AREA CODE</td> <td style="width: 40%;">TELEPHONE NUMBER</td> <td style="width: 40%;">EXTENSION</td> </tr> <tr> <td><b>217</b></td> <td><b>235-0541</b></td> <td><b>-</b></td> </tr> </table>	AREA CODE	TELEPHONE NUMBER	EXTENSION	<b>217</b>	<b>235-0541</b>	<b>-</b>	<p>SIGNATURE</p> <div style="height: 40px;"></div> <p>DATE OF APPLICATION</p> <p><b>January 22, 1971</b></p>										
AREA CODE	TELEPHONE NUMBER	EXTENSION															
<b>217</b>	<b>235-0541</b>	<b>-</b>															



## 9.0 CERTIFICATION AS TO INSTITUTIONAL ELIGIBILITY

THE APPLICANT HEREBY CERTIFIES THAT THE INSTITUTION OR BRANCH CAMPUS COVERED BY THIS APPLICATION MEETS ALL ELIGIBILITY REQUIREMENTS OF THE ACT, AS SET FORTH IN THE CHECKLIST CONTAINED IN THE INSTRUCTIONS, INCLUDING ACCREDITATION BY A NATIONALLY-RECOGNIZED ACCREDITING AGENCY OR ASSOCIATION OR AN ACCEPTABLE ALTERNATIVE TO ACCREDITATION AS INDICATED BELOW (CHECK AND COMPLETE EITHER 8.1 OR 8.2):

- 8.1 ☒ CURRENT ACCREDITATION BY Recognized Candidate for Accreditation- North Central Association OR
- 8.2 ☐ AN ACCEPTABLE ALTERNATIVE TO ACCREDITATION, AS EVIDENCED BY CERTIFICATION FROM THE UNITED STATES OFFICE OF EDUCATION, DATED NO EARLIER THAN TWO YEARS PRIOR TO THE DATE OF THIS APPLICATION, ATTACHED AS EXHIBIT 8.2.

## 9.0 MAINTENANCE OF EFFORT ANALYSIS OF APPLICABLE CURRENT FUND EXPENDITURES:

		TOTAL (A)	LESS PERSONNEL COSTS (B)	NET (C)
9.1	ACTUAL EXPENDITURES FROM CURRENT FUNDS FOR PREVIOUS FEDERAL FISCAL YEAR ENDED JUNE 30, 19 70			
9.11	FOR INSTRUCTION AND DEPARTMENT RESEARCH	\$ 1,319,215.	-\$ 1,074,046	\$ 245,169
9.12	FOR LIBRARY	87,597.	- 36,448	51,149
9.13	LESS PART A, TITLE VI GRANT FUNDS INCLUDED IN 9.11 AND/OR 9.12 ABOVE			-0-
9.14	BASE EXPENDITURES FOR PREVIOUS FISCAL YEAR			\$ 296,318
9.2	BUDGET FOR EXPENDITURES FROM CURRENT FUNDS FOR THE FEDERAL FISCAL YEAR IN WHICH APPLICATION IS FILED			
9.21	FOR INSTRUCTION AND DEPARTMENT RESEARCH	\$ 1,814,099.	-\$ 1,428,254.	\$ 385,845.
9.22	FOR LIBRARY	125,348	- 59,715	65,633.
9.23	LESS PART A, TITLE VI GRANT FUNDS INCLUDED IN 9.21 AND/OR 9.22 ABOVE			-0-
9.24	TOTAL CURRENT BUDGET FOR APPLICABLE EXPENDITURES			\$ 451,478
9.3	9.24 LESS 9.14 — THIS MUST BE ZERO OR A POSITIVE FIGURE. IF NEGATIVE, APPLICANT DOES NOT MEET BASIC MAINTENANCE OF EFFORT AND CANNOT RECEIVE A GRANT THIS FISCAL YEAR			\$ 155,160

## 10.0 INSTRUCTIONAL AND LIBRARY EXPENDITURES PER SEMESTER CREDIT HOUR EQUIVALENT

		INSTITUTIONAL FISCAL YEAR ENDING		
		19	19	TOTAL
		(A)	(B)	(C)
10.1	TOTAL INSTRUCTIONAL AND LIBRARY EXPENDITURES FOR THE CAMPUS (INCLUDING PERSONNEL COSTS)	\$	\$	\$
10.2	NUMBER OF SEMESTER CREDIT HOUR EQUIVALENTS PRODUCED AT THE CAMPUS DURING SCHOOL YEAR MOST NEARLY APPROXIMATING INSTITUTIONAL FISCAL YEAR, BASED ON (CHECK ONE): <input type="checkbox"/> SEMESTER HOUR CREDITS <input type="checkbox"/> SEMESTER HOUR EQUIVALENTS OF OTHER CREDIT UNITS, AS EXPLAINED IN EXHIBIT 10.2	N/A		
10.3	INSTRUCTIONAL AND LIBRARY EXPENDITURES PER SEMESTER CREDIT HOUR EQUIVALENT (10.1 DIVIDED BY 10.2 CARRIED TO TWO DECIMAL PLACES)	\$	\$	\$

STATE

INSTITUTION

# Illinois

Lake Land College District #517

Mattoon

**NOTE: THIS PAGE REPLACES ITEM 10.0 PAGE 2 OF THE FISCAL YEAR 1971 APPLICATION**

## 10.0 DATA FOR STATE COMMISSION REQUIRED PRIORITY FACTORS

10.1 BASIC EDUCATIONAL AND GENERAL EXPENDITURES PER SEMESTER CREDIT HOUR EQUIVALENT					
SEE SECTION 171.5 (b)(1) OF THE REGULATIONS - DO NOT USE PAGE 13 OF THE INSTRUCTIONS		INSTITUTIONAL FISCAL YEAR ENDING			
		19 68 (A)	19 69 (B)	19 70 (C)	TOTAL
10.11	TOTAL BASIC EDUCATIONAL AND GENERAL EXPENDITURES FOR THE CAMPUS (ROUNDED TO THE NEAREST WHOLE DOLLAR)	\$ 546,859	\$ 1,406,035	\$ 2,150,511	\$ 4,103,405
10.12	NUMBER OF SEMESTER CREDIT HOURS OR EQUIVALENTS PRODUCED AT THE CAMPUS DURING SC HOL YER MOST NEARLY APPROXIMATING INSTITUTIONAL FISCAL YEAR	15,647	36,408	50,883	102,938
10.13	BASIC EDUCATIONAL AND GENERAL EXPENDITURES PER SEMESTER CREDIT HOUR EQUIVALENT (10.11 DIVIDED BY 10.12 CARRIED TO TWO DECIMAL PLACES)	\$ 34.95	\$ 38.62	\$ 42.26	\$ 39.86

10.2	PERCENTAGE OF PROJECT BUDGET FOR EQUIPMENT AND MATERIALS TO BE USED IN EXISTING FACILITIES (APPLIES ONLY TO CATEGORY 1 APPLICATIONS -- SEE SECTION 1715(B)(2) OF THE REGULATIONS)	
10.21	TOTAL EQUIPMENT AND MATERIALS BUDGET (ITEM 11.16 PAGE 4 - EXCLUDE REMODELING)	\$ 9160.00
10.22	TOTAL TO BE USED IN EXISTING FACILITIES	\$ 9160.00
10.23	PERCENTAGE	100 PERCENT

CAPACITY/ENROLLMENT RATIO (APPLIES ONLY TO CATEGORY I APPLICATIONS -- SEE SECTION 1715(8)(3) OF THE REGULATIONS)		
10.31	TOTAL NUMBER OF STUDENT CLOCK HOURS OF SUPERVISED LABORATORY OR SHOP WORK AND FORMAL CLASSES PER WEEK FOR WHICH RESIDENT STUDENTS WERE ENROLLED AT THE INSTITUTION OR BRANCH CAMPUS COVERED BY THE APPLICATION, AS OF THE FALL TERM OPENING IMMEDIATELY PRECEDING THE DATE OF FILING OF THIS APPLICATION	36404
10.32	TOTAL ASSIGNABLE AREA IN INSTRUCTIONAL AND LIBRARY FACILITIES AVAILABLE FOR USE AT THE INSTITUTION OR BRANCH CAMPUS COVERED BY THE APPLICATION, AS OF THE FALL TERM OPENING IMMEDIATELY PRECEDING THE DATE OF FILING OF THIS APPLICATION	84261 SQ-FT
10.33	DERIVED CAPACITY/ENROLLMENT RATIO (DIVIDE LINE 10.31 BY 100 AND DIVIDE LINE 10.32 BY THE RESULT)	231.46

PLANNED EXPANSION--CCTV INSTRUCTION (APPLIES ONLY TO CATEGORY II APPLICATIONS (SEE SECTION 1715(c)(2) AND (3) OF THE REGULATIONS)			
		AS OF FALL TERM WHICH OPENS	PLANNED INCREASE
		*	**
10.41	COURSE OFFERINGS	N/A	
10.42	STUDENT ENROLLMENTS - PROJECTED		

\* FALL TERM WHICH OPENED PRECEDING DATE APPLICATION IS FILED  
 \*\* FALL TERM WHICH WILL OPEN TWO YEARS LATER THAN ONE PRECEDING DATE OF APPLICATION



11.0 DESCRIPTIVE TITLE OR BRIEF DESCRIPTION AND BUDGET DATA BY SUBJECT AREAS					COMMISSION USE ONLY
SUBJECT AREA	EQUIPMENT	MATERIALS	REMODELING	TOTAL	
11.01 BIOLOGICAL SCIENCES					
11.02 PHYSICAL SCIENCES					
11.03 ENGINEERING					
11.04 SOCIAL SCIENCES Individual Instruction in Economics	340.00	160.00	N.A.	500.00	
11.05 SCIENCES INTERDISCIPLINARY					
11.06 MATHEMATICS 1. Mathematics for individual instruction. 2. Self-instruction in basic and technical mathematics	1420.00 4000.00	240.00 3000.00	N.A. N.A.	1660.00 7000.00	
11.07 FOREIGN LANGUAGES					
11.08 HISTORY					
11.09 GEOGRAPHY					
11.10 GOVERNMENT					
11.11 ENGLISH					

11.0 DESCRIPTIVE TITLE OR BRIEF DESCRIPTION AND BUDGET DATA BY SUBJECT AREA (Continued)					
SUBJECT AREA	EQUIPMENT	MATERIALS	REMODELING	TOTAL	COMMISSION USE ONLY
11.12 OTHER COMMITTEES					
11.13 THE ARTS					
11.14 EDUCATION					
11.15 CAMPUS-WIDE GENERAL USE					
11.16 TOTAL PROJECT BUDGET	\$5760.00	\$3400.00	N.A.	\$9160.00	

12.0 THE APPLICANT FURTHER ASSURES THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

- 12.1 FEDERAL FUNDS RECEIVED BY THE APPLICANT PURSUANT TO THIS APPLICATION IF IT IS APPROVED WILL BE USED SOLELY FOR DEFRAYING THE COST OF THE PROJECT DESCRIBED HEREIN.
- 12.2 SUFFICIENT NON-FEDERAL FUNDS WILL BE AVAILABLE TO MEET THE NON-FEDERAL PORTION OF THE COST OF THE PROJECT AND TO PROVIDE FOR THE EFFECTIVE USE OF THE EQUIPMENT AND MATERIALS TO BE PURCHASED UNDER THE PROJECT IF IT IS APPROVED.
- 12.3 ALL EQUIPMENT AND MATERIALS TO BE ACQUIRED UNDER THIS PROJECT WILL BE USED PRIMARILY FOR THE IMPROVEMENT OF INSTRUCTION OF STUDENTS IN THE ELIGIBLE SUBJECTS INDICATED IN THIS APPLICATION. ALL MINOR REMODELING WORK TO BE PERFORMED UNDER THIS PROJECT IS FOR THE DIRECT INSTALLATION OR THE EFFECTIVE UTILIZATION OF SUCH EQUIPMENT.
- 12.4 NONE OF THE EQUIPMENT OR MATERIALS COVERED BY THIS PROJECT WILL BE USED FOR SECTARIAN INSTRUCTION OR RELIGIOUS WORSHIP OR PRIMARILY IN CONNECTION WITH ANY PART OF THE PROGRAM OF A SCHOOL OR DEPARTMENT OF DIVINITY AS DEFINED IN SECTION 603 OF PUBLIC LAW 39-322.
- 12.5 NO EQUIPMENT OR MATERIALS, OR MINOR REMODELING COVERED BY THIS PROJECT HAVE BEEN CONTRACTED FOR OR PURCHASED BEFORE THE DATE ON WHICH THIS APPLICATION IS FILED WITH THE APPROPRIATE STATE COMMISSION (SEE SECTION 5.2, PAGE 1, OF THIS APPLICATION).
- 12.6 ONLY COSTS INCURRED AFTER FILING OF THE APPLICATION WITH THE STATE COMMISSION AND NOT LATER THAN 12 MONTHS AFTER THIS APPLICATION IS APPROVED BY THE UNITED STATES OFFICE OF EDUCATION, OR UNDER CONTRACTS ENTERED INTO WITHIN SUCH TIME, SHALL BE ELIGIBLE FOR FEDERAL GRANT PARTICIPATION. COSTS UNDER AGREEMENTS FOR LEASING OF EQUIPMENT AND MATERIALS SHALL FURTHER BE LIMITED TO THOSE COVERING A PERIOD NOT EXCEEDING 12 MONTHS.
- 12.7 THE APPLICANT WILL MAINTAIN ADEQUATE ACCOUNTING AND FISCAL RECORDS TO SUPPORT ALL RECEIPTS AND DISBURSEMENTS RELATING TO THIS PROJECT. AUDIT OF SUCH RECORDS BY THE U.S. OFFICE OF EDUCATION DESIGNATED REPRESENTATIVES SHALL BE PERMITTED BY THE APPLICANT AT ANY REASONABLE TIME. ALL SUCH ACCOUNTING RECORDS AND OTHER SUPPORTING DOCUMENTS WILL BE RETAINED INTACT FOR AUDIT OR INSPECTION BY AUTHORIZED REPRESENTATIVES OF THE FEDERAL GOVERNMENT FOR A PERIOD OF THREE YEARS AFTER COMPLETION OF THE PROJECT OR UNTIL NOTIFIED OF COMPLETION OF A FEDERAL AUDIT, WHICHEVER IS LATER EXCEPT THAT SUCH RECORDS NEED NOT BE RETAINED AFTER FIVE YEARS AFTER COMPLETION OF THE PROJECT.
- 12.8 NONE OF THE EQUIPMENT, MATERIALS, OR MINOR REMODELING COVERED BY THIS APPLICATION ARE OR WILL BE INCLUDED IN ANY OTHER APPLICATIONS FOR FEDERAL ASSISTANCE EXCEPT AS INDICATED BELOW:

N.A.

- 12.9 ALL COSTS FOR EQUIPMENT, MATERIALS, AND MINOR REMODELING WORK WHICH ARE TO BE CHARGED TO THE PROJECT COVERED BY THIS APPLICATION, IF IT IS APPROVED, WILL BE PROCURED IN AN ECONOMICAL MANNER CONSISTENT WITH SOUND BUSINESS PRACTICE. PROCUREMENT WILL BE BY COMPETITIVE BIDDING WITH EXCEPTIONS AS FOLLOWS:

☒ NO EXCEPTIONS

☐ MODIFICATIONS OF COMPETITIVE BIDDING AS EXPLAINED AND JUSTIFIED IN EXHIBIT 12.9.

SUPPLEMENTARY DATA SHEET  
PART A, TITLE VI, HIGHER EDUCATION ACT OF 1965

INSTRUCTIONS:

Submit three copies of the Supplementary Data Sheet. Fill in all blanks; mark N/A where the information requested is not applicable. The footnote references appear at the end of the Supplementary Data Sheet.

1. Institution Lake Land College District #517
2. Campus for which the application is submitted:  
☒ A. Main campus  
☐ B. Branch campus
3. If item (B) was checked in Paragraph 2, please attach an exhibit showing the city or town in which such campus is located and explaining why you believe it to be a branch campus.
4. Percentage increase represented by the difference between the numbers listed in 10.41 of the replacement page for Item 10.0, Page 2 of OE Form 1053, 8/70.  
N.A. (carry to hundredths).
5. Percentage increase represented by the difference between the numbers in 10.42 of the replacement page for Item 10.0, Page 2 of OE Form 1053, 8/70  
N.A. (carry to hundredths).
6. If the application is for a closed-circuit instructional television project, will the project be included in a formally organized and administered program undertaken by two or more institutions of higher education<sup>2</sup> to improve the quality of undergraduate instruction through the use of shared closed-circuit instructional television equipment, materials and services?  
N.A. Yes  
       No
7. If "yes" was checked in Paragraph 6, please attach the following:
  - A. A list of the institutions of higher education which are participating in the program.<sup>3</sup>
  - B. A brief history of the organization of the program.
  - C. A brief description of the program.
  - D. A brief description of the provisions for administration of the program.<sup>4</sup>



8. If the application is for a closed-circuit instructional television project, will the project be included in a formally organized and administered program undertaken by more than one institution of higher education and/or branch campus to improve the quality of undergraduate instruction through the use of shared closed-circuit instructional television equipment, materials and services?<sup>5</sup>

N.A. Yes

           No

9. If "yes" was checked in Paragraph 8, please attach the following:

A. A list of the institutions of higher education and/or branch campuses participating in the program.<sup>6</sup>

B. A brief history of the organization of the program.

C. A brief description of the program.

D. A brief description of the provisions for administration of the program.<sup>7</sup>

10. Has the institution or branch campus been in operation for at least one academic year preceding the academic year in which the application is filed?

X Yes

           No

11. Please supply projected on-campus head count enrollment for the first, second, and third fall terms after the date of this application. This information will be used only to break ties which can not be broken by the application of the other tie-breakers in the State Plan.

1st fall term 3162

2nd fall term 3277

3rd fall term 3446

12. Attach a copy of Schedule 1, Computation of Basic Educational and General Expenses, and Schedule 2, Computation of Estimated Value of Contributed Services, for each year reported in Part G of the application form.



PURCHASING POLICY

The Board of Lake Land College, Junior College District No. 517, with a view of maintaining integrity in purchases, providing satisfaction, quality, fair treatment to all vendors and meet the needs of the college as well as provide safeguards to the tax dollar does hereby establish the following policies:

1. All purchasing shall be centralized in the office of the Business Manager. All other college employees shall purchase only through limited petty cash funds, carefully supervised by the Business Manager.
2. All purchases possible shall be made during the summer months. All departments are encouraged to standardize supplies and equipment and consolidate receiving items for single purchase.
3. All purchases shall be made on a bid basis to the extent possible and awarded to the lowest bidder for items of comparable quality.
4. All bids or proposals shall be sought by the Business Manager or his representative and shall be received by him.
5. Formal bids will be required for all items costing in excess of \$1500.
6. When a bid is required, the Business Manager will submit a bid request form to at least three or more suppliers. These bid requests will specify time and date of return so that all bids can be opened publicly at the same time.

In some cases an informal bid procedure may be utilized. Prospective vendors may be contacted personally or by telephone to obtain oral or written quotations. These informal bids shall be recorded by the Business Manager with the date, time and means by which these quotations were obtained.

7. The supplier will be chosen on the basis of low bid and/or best service performed. The low bid need not be the sole criterion for purchasing, but reliability of the supplier and quality and availability of service will also be taken into consideration.
8. All purchases will be distributed to Lake Land district suppliers where price, quality and service are equal to or better than that offered by out of district suppliers.

continued

9. The college cannot legally make purchases from employees or members of the College Board.
10. Employees of Lake Land College shall not accept gratuities from prospective suppliers.
11. The Business Manager will make himself available to all vendors and will endeavor to offer fair and just treatment to all.
12. Bid bonds will not be required unless specified in the bid specifications.
13. Specifications will contain a statement relative to payment which, as a general rule, will be net 90 days. Invoices will be approved at the first board meeting following the time they are received, thus payment be made in 30-45 days or less. Where cash discounts are issued, bills are paid immediately, in order to take advantage of the discount.
14. Only written complaints on college purchases shall be considered during meetings of the board of the college.

The following statement is taken from the 1970-71 issue of the Lake Land College catalog, page 33.

#### ACADEMIC LOAD

No student may register for more than eighteen quarter hours without permission from the Dean. Students carrying fewer than twelve quarter hours are classified as part-time students.

For the fiscal year ended June 30, 19 68

Schedule 1

	General administrative and general expenses	Instruction and departmental research	Library	Plant operation and maintenance	Total
Expenditures per published financial statements					
Current General Fund expenditures	<u>202,892.84</u>	<u>385,903.40</u>	<u>31,976.91</u>	<u>66,472.20</u>	<u>687,245.35</u>
Current Restricted Fund expenditures	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Staff benefit expenses	<u>15,231.22</u>	<u>21,119.05</u>	<u>1,170.69</u>	<u>          </u>	<u>37,520.96</u>
Other expenditures, per analyses	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Expenditures for academic and administrative departmental equipment charged to plant funds and other reserve funds	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Operations and maintenance expenses charged to plant funds	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Restricted expendable fund expenditures charged to fund balances	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Contributed services	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Other adjustments (explain)	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Totals	<u>218,124.06</u>	<u>407,022.45</u>	<u>33,147.60</u>	<u>66,472.20</u>	<u>724,766.31</u>
Reductions for non-allowable expenses included above					
Plant operations and maintenance expenses applicable to auxiliary enterprises	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Organized research costs included in instruction and research	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Organized activities included in instruction and research	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Extension and public service included in instruction and research	<u>          </u>	<u>177,907.63</u>	<u>          </u>	<u>          </u>	<u>177,907.63</u>
Other (explain)	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Total reductions	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Total allowable basic educational and general expenditures	<u>218,124.06</u>	<u>229,114.82</u>	<u>33,147.60</u>	<u>66,472.20</u>	<u>546,858.68</u>



Basic Educational & General Expenditures  
Title VI Application  
F. Y. 1967-68

Educational Fund Expenditures	\$685,951.04	
Less: Capital Outlay	<u>54,518.82</u>	<u>\$631,432.22</u>
Building Fund Expenditures	\$112,415.26	
Less: Capital Outlay	<u>54,161.38</u>	<u>\$ 58,253.88</u>
Total Basic Educational & General Expenditures		\$689,686.10
Additions:		
10.1% Pension Paid by State		<u>35,080.21</u>
Grand Total		\$724,766.31

	General administrative and general expenses	Instruction and departmental research	Library	Plant operation and maintenance	Total
<b>Expenditures per published financial statements</b>					
Current General Fund expenditures	225,272.03	976,127.29	68,643.08	103,812.73	1,373,855.13
Current Restricted Fund expenditures					
Staff benefit expenses	16,754.60	80,796.37	2,507.11		100,058.08
Other expenditures, per analyses					
Expenditures for academic and administrative departmental equipment charged to plant funds and other reserve funds					
Operations and maintenance expenses charged to plant funds					
Restricted expendable fund expenditures charged to fund balances					
Contributed services					
Other adjustments (explain)					
Totals	242,026.63	1,056,923.66	71,150.19	103,812.73	1,473,913.21
<b>Reductions for non-allowable expenses included above</b>					
Plant operations and maintenance expenses applicable to auxiliary enterprises					
Organized research costs included in instruction and research		1,605.58			1,605.58
Organized activities included in instruction and research					
Extension and public service included in instruction and research		66,272.84			66,272.84
Other (explain)					
Total reductions					
<b>Total allowable basic educational and general expenditures</b>	242,026.63	989,045.24	71,150.19	103,812.73	1,406,034.79

Basic Educational & General Expenditures  
Title VI Application  
F. Y. 1968-69

Educational Fund Expenditures	\$1,354,473.03	
Less: Capital Outlay	<u>71,325.90</u>	<u>\$1,283,147.13</u>
Building Fund Expenditures	\$ 214,824.77	
Less: Capital Outlay	<u>115,496.92</u>	<u>\$ 99,327.85</u>
Total Basic Educational & General Expenditures		\$1,382,474.98
Additions:		
10.1% Pension Paid by State		<u>91,438.23</u>
Grand Total		\$1,473,913.21

<u>General administrative and general expenses</u>	<u>Instruction and departmental research</u>	<u>Library</u>	<u>Plant operation and maintenance</u>	<u>Total</u>
--	--	----------------	--	--------------

## Expenditures per published financial statements

Current General Fund expenditures	568,946.71	1,283,064.37	83,471.08	147,151.13	2,082,633.29
-----------------------------------	------------	--------------	-----------	------------	--------------

Current Restricted Fund expenditures					
--------------------------------------	--	--	--	--	--

Staff benefit expenses	30,094.76	119,332.91	4,125.63	-	153,553.30
------------------------	-----------	------------	----------	---	------------

## Other expenditures, per analyses

Expenditures for academic and administrative departmental equipment charged to plant funds and other reserve funds					
--	--	--	--	--	--

Operations and maintenance expenses charged to plant funds					
---	--	--	--	--	--

Restricted expendable fund expenditures charged to fund balances					
---	--	--	--	--	--

Contributed services					
----------------------	--	--	--	--	--

Other adjustments (explain)					
-----------------------------	--	--	--	--	--

## Totals

	599,041.47	1,402,397.28	87,596.71	147,151.13	2,236,186.59
--	------------	--------------	-----------	------------	--------------

Reductions for non-allowable expenses  
included above

Plant operations and maintenance expenses applicable to auxiliary enterprises					
--	--	--	--	--	--

Organized research costs included in instruction and research					
--	--	--	--	--	--

Organized activities included in instruction and research		8,037.10			8,037.10
--	--	----------	--	--	----------

Extension and public service included in instruction and research		75,144.60			75,144.60
--	--	-----------	--	--	-----------

Other (explain)				2,493.48	2,493.48
-----------------	--	--	--	----------	----------

## Total reductions

Total allowable basic educational and  
general expenditures

	599,041.47	1,319,215.58	87,596.71	144,657.65	2,150,511.41
--	------------	--------------	-----------	------------	--------------



Basic Educational & General Expenditures  
Title VI Application  
F. Y. 1969-70

Educational Fund Expenditures	\$1,893,587.24	
Less: Capital Outlay	<u>206,337.45</u>	<u>\$1,687,249.79</u>
 Building Fund Expenditures	 \$ 170,252.93	
Less: Capital Outlay	<u>23,101.80</u>	<u>\$ 147,151.13</u>
 Total Basic Educational & General Expenditures		 \$1,834,400.92
 Additions:		
Interest on Debt Service	269,156.02	
10.1% Pension Paid by State	132,629.65	<u>\$ 401,785.67</u>
 Grand Total		 \$2,236,186.59

INSTRUCTIONS FOR COMPLETING 1969-70 APPORTIONMENT CLAIM FORMS (IJCB-4 : 69)  
Revised March, 1970

GENERAL INFORMATION

Four copies of the Form IJCB-4:69 are to be completed. Three copies of the form are to be returned to the Illinois Junior College Board office. One copy is to be retained in the local college files. Districts with more than one campus will submit a single claim form for each campus plus three copies of the summary for the district.

Supporting data as indicated in Section III of IJCB-4:69 is to be prepared in duplicate with one set of data to accompany the claim forms when they are submitted to the Illinois Junior College Board and one set to remain attached to the claim form retained in the local college files. This form together with the supporting data should be available to the local college auditor as required in the Uniform Accounting Manual. Multi-campus districts will need three sets of supporting data: one for the college files, one for the district files and one for the State Board.

PREPARATION OF THE CLAIM FORM (IJCB-4:69)

1. Supporting Data, Section III (IJCB-4:69)

- a. Course record support for credit programs should be prepared. This will contain the following:

- Name and catalog number of the course
- Amount of credit given per course
- Enrollment in courses at mid-term (number of students - NOT NAMES)
- Total semester hours credit (enrollment x credit per course)

Students should be identified as those who reside in the district, Those that reside out of the district and out of state. This may be done by subtracting out-of-state students from the total for each group (A,B, and C) and indicating the total number of students, in-district and out-of-district, as total groups.

- b. Course record support for credit equivalency programs should be computed in the manner as outlined above with the exception that the ~~credit~~ per course must be as approved by the Illinois Junior College Board.

- c. Course record support for unclaimed programs. This data should be prepared using three different categories.

(1) Courses that receive 50% or more of federal financing.

(2) Credit courses that cannot legally be claimed for state apportionment for reasons other than federal financing. These may be courses that are not accepted for graduation and certification or that have not received approval by the State Board.

(3) Courses for which credit is not given and have not been approved for credit equivalency reimbursement by the State Board. A credit equivalency should be assigned these courses by the local college on a basis of faculty assignment in relation to faculty assignment for credit courses.

Course record support data may be prepared in any format as long as the information above is included. As indicated in the general information above, course record support data should be prepared in duplicate (triplicate in multi-campus districts) with one set submitted to the Illinois Junior College Board and one set being retained in the local files attached to Form IJCB-4:69.

## 2. Analysis of Programs, Section II (IJCB-4:69)

- a. Record summary data from the course record support data for in-district students and out-of-district students who are Illinois residents and for out-of-state students on the appropriate line (i.e. credit programs, credit equivalency programs and unclaimed programs) either for quarter hours or semester hours as the case may be. IF QUARTER HOURS ARE REPORTED, THESE SHOULD BE TRANSLATED TO SEMESTER HOURS BY THE FOLLOWING METHOD:

- Policy
- (1) Multiply the total for credit programs for Illinois residents by 2 and divide by 3 rounding to the nearest whole number.
  - (2) Repeat this process for credit equivalency programs.
  - (3) Repeat this process for unclaimed programs.
  - (4) Repeat the above process for both in-district and out-of-district students for the three types of programs rounding in such a way that the sum of in-district and out-of-district equals the number obtained for the total and that the sum of the three types of programs adds to the "Semester Hour - Total."

- b. Convert semester hours to FTE students by the following process:

- (1) Divide the total semester hours for Illinois residents by 15 rounding to the nearest whole number.
- (2) Repeat this process for each of the other line items in the total column for Illinois residents rounding so that totals will agree with the figure obtained in number (1) above.
- (3) Repeat this process for each line item in all columns.
- (4) The out-of-district column should be rounded to the nearest whole number.
- (5) SUMMER TERM REPORTS SHOULD COMPUTE FTE STUDENTS USING 30 AS A DIVISOR RATHER THAN 15.

- c. Headcount is the number of individuals enrolled in the college. These should be counted as follows:

- (1) One individual should be counted as ONE for the headcount regardless of the number of courses in which he is enrolled. If he is enrolled in more than one of the programs listed, he should be placed in a program according to the following priority:



First priority - credit programs  
Second priority - credit equivalency programs  
Third priority - unclaimed programs

Example: Student "A" is enrolled for 10 hours in credit programs, 3 hours for credit equivalency programs, 2 hours unclaimed credit programs: he would be counted as ONE (for headcount purposes) and reported under credit programs.

Student "B" is enrolled in 2 hours credit equivalency programs and 2 hours unclaimed programs: he would be counted as ONE and reported under credit equivalency programs.

Student "C" is enrolled only in an unclaimed program: he would be reported as ONE and reported under unclaimed programs.

Student "D" is a vocational student taking courses listed both under credit programs and unclaimed federally financed programs: he would be counted as ONE and reported under credit programs.

- (2) The total headcount in the grand total column should not exceed the total number of individuals registered in the college.

### 3. Flat Grant Claim, Section I (IJCB-4:69)

- a. The allowable semester hours credit for credit equivalency programs is the figure reported Semester Hours - Credit Programs line in the Total column for Illinois Residents in Section II.
- b. The allowable semester hours credit for credit equivalency programs is the figure that is reported Semester Hours - Credit Equiv. Programs in the Total column for Illinois Residents in Section II.
- c. The sum of the two figures above equal the TOTAL CLAIM for Total Allowable Semester Hours Credit.
- d. The figures in a. and b. above should be multiplied by the dollar amount indicated on the form. These figures should be entered in the spaces provided.
- e. The sum of the two dollar figures, should be entered in the space provided for the number of dollars of the TOTAL CLAIM.

Care should be taken to be sure that those courses for which the district receives 50% or more of federal financing have been excluded from the Allowable Semester Hours Credit used for computing the Flat Grant Claim.



LAKE LAND COLLEGE  
TITLE VI A

Exhibit - 11.0

Category I  
Mathematics - 11.061

Narrative Description  
Mathematics for Individual Instruction

I. Deficiencies to be Remedied

The courses are designed for prospective elementary teachers. The students who take these courses have very different backgrounds in mathematics. Some students have had only freshman high school algebra and acquired limited skills and knowledge. Other students have had four years of high school mathematics and were very successful in acquiring many skills. The present courses are taught with the traditional approach of teaching designed to appeal to the "average student" in the class. This means that several students (the well prepared ones) are going over some material that is repetition from high school. At the same time, there are other students (the poorly prepared ones) who are being taught at a rate impossible for them to comprehend. These courses, like most mathematics courses, are taught on the principle that what you learn today will be used tomorrow, what you learn tomorrow will be used the next day, etc. In order to succeed in mathematics today, most material preceding today must be understood. If the poorly prepared student gets behind or does not understand shortly after the quarter starts there is little hope for him because he is locked into a time block that does not allow the extra time and flexibility that he needs.

Most elementary majors dislike mathematics and/or find it very difficult. When they walk into the classroom they have already made up their minds that these courses are going to be very hard and that they are going to do poorly. They readily admit that mathematics is one subject that they would prefer not to take and not to teach. If this poor attitude can not be improved then it will be passed onto the elementary student when these prospective teachers begin to teach, because it is impossible for a teacher to hide his feelings about a subject from his students for a full year.

These students are also very defensive about mathematics. Some students are afraid to ask or answer questions because of the fear of not asking an intelligent question. Some students would like to sit back and be taught everything they need to know without committing themselves in class. They want the responsibility of learning to be the instructors instead of the students.

II. Plan for Improvement

The course is designed with a series of single concept tapes and visual aids. The students, either in small groups or individually, will listen to a tape and use the visual aids that will explain the concept the student is to master. Then, a set of problems using this concept will be assigned. If the student or the group has difficulty with the problems, they can talk to the instructor or other groups to discuss the problems and the concept until they have mastered it.

When a series of concepts have been mastered (usually one chapter) the student will have a written test over these concepts. Before any student can progress to the next material he must receive 100% on the concepts tested that are needed for future material. Some concepts will be terminal as far as this course is concerned. Any concepts not understood will be reviewed with the tapes, other students, and the instructor until the student believes he has mastered these concepts. Then he will take another test over these concepts. If any of the concepts are missed the second time, the student is required to talk with the instructor and review those missed until the instructor feels the student understands these concepts. Then the student can move on to the next series of concepts.

Each student can work at his own rate either in a small group or individually. Those students who can go through the program at a quick rate will be encouraged to help the slower students. These students are all elementary teaching majors. The material they will be covering is, for the most part, the same as they will be teaching to elementary students. Therefore, students helping each other and explaining the concepts to each other will be helpful to them in the future. By seeing the problems their fellow classmates are having, they will have a better understanding of the problems they will encounter when they start teaching.

The slower students will be given a minimum timetable that they will be encouraged, but not required, to stay with. Additional tapes and visual aids will be placed in the library so that these or other students can spend additional time outside of class when necessary. If a student has not completed the required material for the first quarter, an incomplete grade will be given until the work has been completed the next quarter. If the required work for both quarters is not completed, the student will be given an incomplete for the second quarter. At this time, the student and the instructor will have to work out a realistic timetable for completing the course.

An important part of these courses will be the periodic small group discussions that the students will have with the instructor. In these discussions the instructor will try to answer any questions the group has about the material covered. The instructor will be answering questions during other phases of the course as well, but it is felt that with a small group the students will be more likely to ask and answer questions. At this time the instructor can try to draw the student out of his "protective shell" and into the group. The student can also be shown that the material being covered is the same as the material being taught in elementary schools by examining elementary textbooks and discussing the material relative to his teaching it.

Since the instructor will not spend the majority of the class time lecturing, he can spend more time discussing the difficulties the student is having with the course. He will be able to give each student more personalized attention than he now gets in a standard classroom situation.

### III. Adequacy of Resources

The physical facilities that are needed is an ordinary classroom with tables instead of conventional desks. The Lake Land College administration has agreed to support the proposal. The instructor will be receiving released time this summer in order to develop the materials needed for these courses. The college will continue to fund programs in the future.

LAKE LAND COLLEGE  
TITLE VI A

Exhibit - 11.0  
Mathematics - 11.061

I. Equipment for Existing Facilities

<u>Item Description</u>	<u>Quantity</u>	<u>Unit Cost</u>	<u>Total Cost</u>
Tape Recorder - Wollensak 1500 SS	11	\$ 140	\$1540.00
Grand Total			\$1540.00

II. Materials for Existing Facilities

<u>Item Description</u>	<u>Quantity</u>	<u>Unit Cost</u>	<u>Total Cost</u>
Audio Recording Tapes-Blank - 7" Reels - 1200 ft.	150	.95	\$ 142.50
Grand Total			\$ 142.50

LAKE LAND COLLEGE  
TITLE VI A

Exhibit - 11.0

Category I  
Mathematics 11.062

Narrative Description

Self Instruction in Basic and Technical Mathematics

I. Deficiencies to be Remedied

The underlying prerequisite for competency in the technologies of Vocational-Technical Education is a basic knowledge of the fundamentals of mathematics. Lake Land College offers a variety of programs in the technological fields and each, depending upon the skills involved, require courses ranging from one quarter to two years of technical mathematics. The present objectives of technical mathematics assumes students enter with a level of beginning algebra. Students from all of the technological fields are mixed in the technical mathematics courses, thus attesting to its basic format.

Sequential courses are specified for the various programs, thus a student entering a technical mathematics course with less than entry level skills is not privileged with the flexibility of mastering his deficiencies prior to or during the basic course. The degree of mastery of the first or basic course of technical mathematics predicts to a larger degree the students' mastery of his program. If the student does well he will normally continue to do so. Unfortunately, the majority of students in the present program do not achieve a level of mathematics competency commensurate with their technical ability.

The primary deficiencies of the program may be viewed as dual-causal. One may contend the entry level skills should be lowered, others feel methods are adaptable to enable the student to acquire the entry level skills through individualized self instruction and progress through the courses in the prescribed manner. The basis for this project assumes the latter is most beneficial, as a lowering of entry level skills is a self defeating concept, unbeneficial to the more able student, and limiting the scope of the total technical mathematics program.

The profile of a large number of vocational-technical students would read as follows:

1. A limited mathematics background in the secondary school.
2. No algebra at the secondary school level.
3. Mathematics courses taken only during the ninth or tenth year which may cause limited retention.
4. Skill performance motivated without the same appreciation for a mathematics background.

The project will endeavor to meet the expressed needs.



## II. Plan for Improvement

The basic objective of the program will be to provide a diagnosis and prescription service for students in technical mathematics courses. All instructors with assignments in the technical mathematics areas will be provided in-service training to acquaint them with the self instruction material and the procedures desired to diagnose problems in a class situation through testing, and instructor analysis of the student enrolled in technical mathematics, a program will be suggested to enable the student to strengthen the needed mathematic skills necessary in his field of technology, the student will then proceed with the prescription to the self instruction center and select the appropriate film to use in the autotutor machine and begin his study. The autotutor provides, by film, an organized series of logical study units (frames) which the student reads the problem and selects his answer mechanically. If he selects the wrong answer the branching technique of the machine refers him to a more elementary analysis of the problem, and this procedure is repeated until the correct answer is located. The machine has a controlled access error counter which is read by a supervisor and referred back to the instructor. Thus, a student may progress at his own pace, while under the scrutiny of an instructor who may offer direction and assistance. Ideally, students would spend time in the self instruction center reviewing various mathematics concepts before they enroll in the technical mathematics courses.

## III. Adequacy of Resources

The college provides limited funds for equipment of this nature, but is committed to providing the space necessary to set up the self instruction center in the Vocational Technical Building. The center would provide the student with autotutor-film machines and other types of equipment and materials to strengthen his skills in mathematics. The college will provide additional materials in future years as the need is apparent.

LAKE LAND COLLEGE  
TITLE VI A

Exhibit - 11.0  
Mathematics - 11.062

I. Equipment for Existing Facilities

<u>Item Description</u>	<u>Quantity</u>	<u>Unit Cost</u>	<u>Total Cost</u>
Auto Tutor-Welch Mark III	3	\$1083.33	\$3250.00
Audio Recorder-Wollensak 4200 Cassette	3	75.00	225.00
Audio Tape Recorder-1500SS- Wollensak	2	140.00	280.00
Grand Total			<u>\$3755.00</u>

II. Materials for Existing Facilities

<u>Item Description</u>	<u>Quantity</u>	<u>Unit Cost</u>	<u>Total Cost</u>
Film, 35 mm-listed below			
7722D-Math Intro. and Slide Rule	2 sets (3 reels ea.)	180.00	360.00
7720-Intro. to Algebra	2	90.00	180.00
7726-Trigonometry	2 sets (2 reels ea.)	180.00	360.00
7725R-Career Arithmetic	2 sets (8 reels ea.)	630.00	1260.00
7733 --Arithmetic Fundamentals	2 sets (4 reels ea.)	150.00	300.00
7735A-1st year Algebra No.Systems Vol. 1	2	90.00	180.00
7735B 1st year Algebra No.Systems Vol. 2	2	108.00	216.00
7735C-1st year Algebra No.Systems Vol.3	2	108.00	216.00
Grand Total			<u>\$3072.00</u>

LAKE LAND COLLEGE  
TITLE VI A PROJECT

Exhibit - 11.00

Category I  
Social Science 11.04

Narrative Description  
Individual Instruction in Economics

I. Deficiencies to be Remedied

The present teaching situation is one in which the traditional methods of instruction are utilized. This is primarily due to a lack of adequate learning aids in the field of economics. A majority of aids and textbooks relate to the interests of a career economist with little attention given to the occasional student of economics. Textbooks and materials are not available from commercial sources. Many students would benefit from the objectives of the course related to their field of interest. The teaching of the Gross National Product (G.N.P.) for example, would relate to the student if the main emphasis was from an expenditure basis rather than the usual economic concept of revenue. The needs of all students must be taken into consideration if economics is to become a meaningful course of study. Class sizes are sufficiently large to make individualized instruction an impossibility. This traditional method of instruction makes no allowance for a student's individual learning rate. Secondly, this method of instruction makes no allowance for individual student interests. Thirdly, the traditional method of instruction lacks sufficient flexibility to make provision for the student who is forced to miss class due to illness, accident, or other valid reason.

The current physical surroundings which are being utilized are not conducive to effective learning inasmuch as we are presently teaching in an old church. The rooms are long and narrow with high ceilings and stained glass windows. Problems caused by this include:

1. Students are seated in long rows putting the student who is seated in the back of the room at a distinct disadvantage in their ability to see the blackboard.
2. The high ceilings and general make-up of the rooms make for poor acoustical sound quality.

II. Plan for Improvement

The student is to be provided with individualized instruction in economics through the use of behavioral objectives and a multi-media presentation form. Each student would be assigned a syllabus which would include a list of behavioral objectives, required readings, a list of reading assignments which would vary in conjunction with the students' major field of study, and self-test guides on these readings. The course would be structured into four major units with each major unit having from five to nine mini-units within these major areas. Each mini-unit would be introduced with a seven to ten minute tape covering the topic in the

manner of a "fire side chat." Developed as a supplement to these tapes is a slide presentation designed to foster student interest and involvement. At the conclusion of each presentation, the student is required to complete a self-test study guide designed by the instructor to accomplish the objectives which are covered by the tape and slide presentation. If a student misses one of the objectives of this unit it is inferred that he has not adequately mastered the subject and he is directed to the readings in the syllabus and other tapes which will be placed in the learning resource center of the library. The student is then held responsible to take a re-test on those objectives he has missed on the next day that the class meets. At the conclusion of the re-test there is a class discussion on the students' questions concerning these objectives. The course is being designed so that the student who misses class for a valid reason may continue his education by means of checking out a cassette player and a "flip book" rather than the slides used in class.

Grading and Testing Procedures. Tests are structured so that each objective is clearly stated above each question. Upon taking the unit exam the tests are graded and the student is informed of a preliminary grade. The tests are returned to the student so that he may see which objectives he has missed. At the student's option he may make an appointment to come in and take a re-test on the objectives which he previously missed. On the re-test if the student correctly answers all questions on that objective which he had previously missed; he receives one-half credit for the previous wrong answer. Thus, the student who is willing to go back and re-study the objective which he has missed, and come in and take a second test is therefore rewarded.

Included in the above plan for improvement are three specific benefits to the student:

1. Availability of a "portable classroom."
2. Student involvement through the use of behavioral objectives.
3. The program may be accelerated or decelerated according to the needs of the student.

### III. Adequacy of Resources

At the present time, Lake Land College has no funds available for this type of project. The program would definitely be an attempt at innovative teaching techniques and, although this is encouraged at our institution, the administration feels that they do not presently have the funds to allow for this type of experimentation. However, the College has agreed that if the program is originally funded that they (the College) will provide the funds for continuing the project after its inception. The related services needed to initially get the project started are available from the college.



LAKE LAND COLLEGE  
TITLE VI A

Exhibit - 11.0  
Social Science - 11.04

I. Equipment for Existing Facilities

<u>Item Description</u>	<u>Quantity</u>	<u>Unit Cost</u>	<u>Total Cost</u>
Tape Recorder - Wollensak 1500SS	3	\$ 140.	\$ 420.
Grand Total			\$420.

II. Materials for Existing Facilities

<u>Item Description</u>	<u>Quantity</u>	<u>Unit Cost</u>	<u>Total Cost</u>
Audio Recording Tapes - Blank- 7" Reel, 1200 ft.	85	.95	\$80.75
Casette Tapes - Blank	28	1.00	28.00
Grand Total			\$108.75

100

Lake Land College  
Alumni Association

Subject: General Policies

The following thoughts are presented as those issues needing direction from the administration -

1. The legal formation of an alumni group whether it be called an association or a corporation. The former is recommended.
2. What group of individuals shall be deemed as eligible for membership.
3. What degree of extension by the College in such matters as personnel, support monies, publications and mailings, use of facilities, etc.
4. Procedures of obtaining addresses of alumni and any fees or procedures involved at the time of graduation.
5. Inclusion in and extent of involvement in college planned Homecoming.
6. The charging of membership fees to qualify for alumnus status and the issuing of cards, decals, etc. for members.
7. To set forth in writing the basic reasons for creating an alumni group for the welfare of the College and the alumni.
8. The possible involvement of the group in such matters of scholarships, grants, philanthropic gestures, college support, etc.

Lake Land College  
Alumni Association

Subject: Procedural Time Table

The formation of Alumni Associations at the community college level seems to be rather slow. It appears many of the older colleges are just now at the organizational stage in collecting their alumni for association purposes.

The procedural steps suggested for the formation of an Alumni group and a tentative time table for execution of the plan are presented in the following paragraphs.

Step #1 - September, 1970 - Involves general decisions and guidelines being set forth by the College administration and so presented to the College Board for approval. The extent of involvement and financial support must be clear to the Alumni group.

Step #2 - September, 1970 - Seeks the participation of a volunteer group of eligible alumni to form an "Alumni Organizational Committee." Representatives from most communities in the college district will be encouraged along with other interested alumni. The group should be large, perhaps 25 to 30 in number, to allow various sub-committees within the original to be formed.

Step #3 - September, 1970 - Includes the involvement of the Student Congress or an appropriate student group in the formation of general thoughts relative to the existence of an alumni group.

Step #4 - September, 1970 - Includes various segments of the faculty perhaps in an "ad hoc" committee to lend suggestions to the alumni group.

Step #5 - September, 1970 - Sets forth action to begin compilation of eligible names for membership in the alumni group. Emphasis as to general area of residence of each member will enhance possible group participation.

Step #6 - September, 1970 - Elicits the cooperation and assistance of various departments of the college to create such items as decal designs, school song, motto's, constitution construction, etc. for submission to the Organizational committee.

Step #7 - January, 1971 - The presentation of all suggested procedures, etc. to the Organizational Committee for approval. A consolidation of thinking would take place at this stage.

Step #8 - February, 1971 - Initiate the publicity efforts seeking support for the Alumni group and interest in membership.

Step #9 - March, 1971 - Specify a general meeting of all interested alumni for the purpose of adopting a constitution, electing officers, appointing committees deemed necessary, and making future plans.

Step #10 - May, 1971 - Set a joint meeting between the executive group of the Alumni and the College Administration to discuss mutual courtesies and affiliations that will benefit all concerned.



LAKE LAND COLLEGE  
ALUMNI ASSOCIATION

SUBJECT: Membership Committee

PURPOSE: To determine eligible members, methods of obtaining names of all graduates, and the methods of recording and filing information about graduates.

SUGGESTED PROCEDURES:

1. Determine eligible members for membership in the Association.
2. Secure lists of all graduates of the College.
3. Discuss card forms for filing information, and mailings to alumni.
- ~~4. Discuss assessment of dues, if desired.~~
5. Procedures for contacting future graduates.

LAKE LAND COLLEGE  
ALUMNI ASSOCIATION

SUBJECT: TRADITION AND EMBLEMATIC SYMBOL COMMITTEE

PURPOSE: To design, construct, and compose those symbols, mottos, and songs which will typify the traditions of Lake Land College.

SUGGESTED PROCEDURES:

1. Discuss desires of group for emblems and visual displays signifying membership in the Association.
2. Discuss the creation of songs symbolizing the College.

Lake Land College  
ALUMNI ASSOCIATION

SUBJECT: ACTIVITIES COMMITTEE

PURPOSE: To determine the Association's general role of and extent  
of involvement in activities and events.

SUGGESTED PROCEDURES:

1. Discuss the feasible realm of activities and events  
the Association may engage in.
2. Determine extent of financial involvement possible  
from potential revenue.

LAKE LAND COLLEGE  
ALUMNI ASSOCIATION

SUBJECT: Publicity Committee

PURPOSE: To properly and efficiently convey to all alumni information  
regarding the Association and its activities.

SUGGESTED PROCEDURES:

1. Formulate avenues of media usage to publicize  
the Association.
2. Determine methods and forms to contact alumni  
by mail.
3. Set up communications system for reporting of  
Association news from all areas in the College  
District to a central point.



CONSTITUTION  
of the  
LAKE LAND ALUMNI ASSOCIATION

ARTICLE I

NAME..The name of this organization shall be "The Lake Land College Alumni Association" (hereinafter referred to as the "Association".)

ARTICLE II

OBJECT..It shall be the object of this Association to promote the general welfare of the College as an educational agency and to encourage and stimulate interest of students, former students and others in the College in order to promote more effectively the programs and progress of the College and its related organizations. The objects of this Association shall be exclusively educational and charitable. The Association shall also promote good fellowship among its members, to enhance the community of interests that binds them together, to foster loyalty to our Alma Mater.

ARTICLE III

MEMBERSHIP..The Association shall be composed of regular, associate, and honorary members.

Graduates and former students of the College may become regular members of the Alumni Association through the payment of dues as required.

Persons who have not attended the College may become associate members by payment of dues as required.

Honorary members. Members of the Lake Land College Board of Trustees both elected and ex officio and the President and administrative heads of the College shall be Honorary members during their terms of office. In addition, the Board of Directors may elect as honorary members persons who have rendered outstanding service to the College or its related organizations.

Only regular members shall have the right to vote and hold office in this Association. All members shall have their names published in the records.

ARTICLE IV

DUES..Dues of regular members and associate members shall be determined by a vote of two-thirds of the members of the Board present at any annual meeting. The official rate schedules shall be kept in the Central Office of the Association. Special individual situations can be decided upon by the Board.

ARTICLE V

OFFICERS..The Officers of the Association shall consist of a President, a Vice-President, a Secretary, and a Treasurer. Any regular member shall be eligible to hold office in this Association. No officer shall be eligible to hold the same office for more than two consecutive years. Officers shall be elected in the following manner:

## ARTICLE V (continued)

1. The Board shall appoint a nominating committee.
2. A notice shall be sent to the members announcing the annual meeting and the names of those nominated.
3. A simple majority vote of those voting shall be sufficient to elect the persons being nominated.
4. The election of officers and members of the Board shall take place at the annual meeting.

Except as otherwise provided, the officers shall have such powers and duties usually devolved upon their respective offices and such other powers and duties as the Board may direct.

Any officer of this Association may be removed for cause by two-thirds vote of the regular members present at any duly constituted meeting of this Association provided that such officer shall be notified in writing by the President or Secretary not less than thirty days prior to such meeting of such charges as may be preferred against him.

## ARTICLE VI

BOARD OF DIRECTORS..The Board of Directors shall be made up of the President, Vice-President, Secretary, and Treasurer of the Association and eleven members of the Association. The officers of the Association shall serve as officers of the Board. Members shall hold their position as a Board member for two years with staggered terms.

Only regular members of this Association shall be eligible to serve as directors. No director shall be eligible to serve for more than six consecutive years unless elected or appointed as an officer of the Association.

## ARTICLE VII

POWERS AND DUTIES OF THE BOARD..The corporate powers, business and property of this Association shall be controlled by the Board. The Board shall appoint such employees and committees as it may deem necessary to carry out its general powers. All such employees and committees shall report and be responsible to the Board as it may from time to time specify.

A regular meeting of the Board shall be held annually at such time and place as determined by the Board. Special meetings shall be called by the Chairman at his discretion, and must be called by him on written request of one-third or more of the members of the Board.

Special meetings shall be held at any reasonable time and place determined by the Chairman, but not later than two weeks after a request for such meeting has been received by him from the members of the Board as provided.

One-third of the members of the Board shall constitute a quorum for meetings. All actions of the Board shall be determined by a majority vote of those members of the Board present and voting at the meeting. Any action taken by the Board at a meeting at which a quorum is not present shall have legal effect when such action is later approved in writing by a sufficient number of absent members of the Board.

## ARTICLE VIII

AMENDMENTS..The constitution may be amended by a two-thirds vote of the Board present at a duly constituted meeting when prior notice of said proposed amendment has been given to the Board members. The Constitution may also be amended by both a majority vote of the Board present at a duly constituted meeting and by a majority vote of the voting members of the Association present at a duly constituted meeting where the proposed amendment shall have been published in the official publication of the Association at least two weeks prior to the meeting of the Board and the Association at which the amendment is to be voted on.

January 15, 1971

Mr. Gerald W. Smith  
Center for Higher Education  
Illinois State University  
302 West College Street  
Normal, Illinois 61761

Dear Gerald:

I am pleased to acknowledge your solicitation of ideas regarding the Center for Higher Education and submit the following thoughts which represent the consolidated opinions of our Board of Trustees, administrators, faculty, and students.

We at Lake Land College extend our best wishes for the success of the Center and the beneficial role you will play in assisting the junior colleges of the State. I am sure the direction you have proposed for joint communication and services will create an atmosphere conducive to the formulation of tangible short-term and long-term objectives designed to strengthen a dynamic network of junior colleges in the State.

We feel the potential of the Center is unlimited, particularly in the junior college field, where the "honeymoon" is over and permanent existence and service to students in a dignified manner, is the major charge. It is time to refine our ideas, objectives, and directions to meet this new challenge and certainly we must contend the scholarly pursuit and assistance feasible from the university level can only hasten comprehensive coverage of the basic needs of the junior colleges.

Relative to the five areas outlined in your letter, the following ideas are presented.

1. The extensive design of various seminars relating to the operation of junior colleges from the viewpoint of the Trustee is most desirable. Careful attention should be given to structuring the seminars to relate the general kinds of information that would enable the Trustee to perceive his function in light of his elected position of authority. The aspect of future planning at all levels of the governmental echelon would be a most necessary part of the offering. It would seem advisable to have a Board enlightened to the forces that will control the college at the local level in the years ahead. The success of various seminars may depend on an expanded system of Centers located in proximity to the geographic center of various regions, especially the Southern part of the State.
2. The administrative staff is receptive to the idea of seminars and conferences. We would hope plans would involve a multifaceted approach to offer seminars by staff function, by staff general involvement, by total staff, and by Board-Staff <sup>Combinations</sup> ~~Cum-~~ ~~lations~~. Thus, individual efforts are strengthened as well as the teamwork approach enhanced by the mutual comprehension of role performance.

Some of the administrative staff expressed a concern in the lack of the "practical experience" aspect of training and perhaps the Center may be



vocal in advocating course work that involves "on line" situations in staff relations, public relations, and etc. The Center may offer some training in these areas through various seminars.

It seems to me one of the basic purposes of the Center would be its commitment as a Center for Progress. The Center could assume the leadership in collecting and disseminating ideas in innovative instructional techniques, provide seminars in advanced techniques instruction, and serve as a clearing house for creative ideas and programs. Instructional methods, student evaluation, public relations, curriculum leadership, systems approach, and development of behavioral objectives for teaching constitute major directions to pursue. An area of much concern, but lacking in sophisticated development of programs, is in working with the disadvantaged student. These high potential, but low performing students, need much of our attention in providing the kinds of educational experiences that will enable them to assume a meaningful place in society.

The availability of competent junior college consultants in the areas mentioned previously would enable the college to effectively implement valuable programs.

A general function of the Center may be to establish a "clearing house" for junior college data in the state. Systematical input from all sources available would provide easy and unduplicated access to the data that is desirable to the various junior colleges.

3. The internship program can potentially serve an important function for the junior college and the intern. The relationship between the junior college and the university must be flexible enough to allow meaningful and sufficient scheduling

time for intern assignments at the college. Some of the inherent problems in such programs stems from the amount of time available to justify monies involved and conversely the instructional<sup>vs</sup> time spent with the intern. The intern may need to spend four days a week at the junior college and one day in seminar at the university, with the Center handling fees and administrative details.

4. My previous statements would seem to involve the faculty participating in various seminars and they have responded favorably to the "information center" concept for ideas and innovative teaching techniques.
5. In talking with some of the Student Congress representatives, they feel a need for regional and state wide conferences, but suggest these be relevant to present concerns and issues and be "action oriented."

I trust you will find these comments of some value to you and be assured if we may further assist you, or expand any of our ideas, it will be our pleasure to do so.

Virgil H. Judge

Lake Land College  
Faculty Orientation Program  
Response Data

The enclosed "Evaluative Data Request" was presented to all faculty members attending the final A.M. session and collected at that time. Faculty members were encouraged to respond in a "frank" manner and self identity was not solicited.

Approximately 68% of the entire faculty responded to the form, with 67% of the new faculty, and 61% of the returning faculty responding. Resultant data is displayed for the entire faculty, the new faculty, and the returning faculty. General conclusions by section are discussed in succeeding paragraphs.

Section I relates value judgments on all aspects of the Orientation Program. Looking at the overall program, 75% felt some value was derived, coupled with 18% responding with much value, concludes that 93% viewed the program as beneficial. Generally, Department meetings and faculty involvement provided the most positive value responses.

Section II related to the extraneous features that either enhance or hinder a proper atmosphere in which to conduct meetings. The factors of time, motivation, formality, and interest most often determines the relative value to be gained by the participants. A decisive 84% responded the Program was too long, with 53% regarding the material presented to be one-sided. However, 75% felt that ideas and materials presented were beneficial to them.

Section III attempted to elicit a priority reaction to the main features of the program by a rating scale from 1 through 10 (1 indicating most beneficial and etc.). Responses were tabulated by assigning value numbers for each rank response, thus by totaling the frequency and value of each item response the overall consensus could be determined. Lower totals indicated the higher value placed on the item by the respondents. The Divisional and Department meetings again seemed to rank high among the faculty. The new faculty placed more value on administrative presentations and less on faculty presentation, seemingly to the inverse of the returning faculty. It is interesting the Board Dinner ranking No. 1 with the new faculty. The North Central presentation received little value reporting.

Section IV related to written comments on positive and negative features of the Program as well as suggestions for future programs. The combined general consensus of remarks presented as stated only once on the entire faculty data page. The factor of program length was most consistently reported.

General conclusions show an inconsistent pattern of responses between sections of the evaluation instrument. The respondents tended to be rather liberal with their overall program remarks, but conservative when viewing the program from singular concepts. Further conclusions will no doubt be made in light of the readers background and position.

## Lake Land Faculty

Section I - Faculty: 113 - Responding: 77 - % of Response: 68

Item	Much Value		Some Value		Little Value	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1	14	18	58	75	5	7
2	24	31	44	57	9	12
3	29	38	35	45	13	17
4	26	34	42	54	9	12
5	17	23	35	45	25	32
6	41	53	27	35	9	12
7	11	14	43	56	23	30
*8	13	65	7	35	0	0
*9	6	30	11	55	3	15
Totals	181	31	302	52	96	17

\* Pertains to new faculty only.

## Section II

- 10 Too long: 65-84% - Too brief: 0-0% - Sufficient length: 12-16%
- 11 Yes: 58-75% - No: 19-25%
- 12 Yes: 36-47% - No: 41-53%
- 13 Yes: 48-61% - No: 29-39%
- 14 Too Formal: 17-23% - Too Informal: 1-1% - Good Taste: 59-76%

## Section III

<u>Rank</u>	<u>Item</u>	<u>Response Total</u>	<u>Rating Frequency</u>			
			<u>1st</u>	<u>2nd</u>	<u>9th</u>	<u>10th</u>
1	Div. & Dept. Mtgs.	214	17	17	3	4
2	Faculty Presentations	278	11	11	11	5
3	President's Address	280	6	7	6	5
4	Featured Guest Speaker	293	12	5	9	9
5	Informal Discussions	207	9	6	6	11
6	Admin. Presentations	301	3	7	12	5
7	N.C.A. Subcomm. Mtgs.	346	6	8	9	16
*8	Board Dinner	64	5	2	2	1
*9	Student-Faculty Panel	71	6	4	1	0
*10	Bus Tour	127	0	3	1	7

\* New faculty only.

#### Section IV

16 & 18. Combined for general comments relating to future programs -

- Small group discussion
- Nature and motivation of Community College students
- Faculty Responsibility
- Legislative or State Dept. officials
- Vocational Presentations
- Speakers outside of education
- Student Panels
- Inspirational speech on Community Colleges.

17 Negative remarks:

- Orientation too long
- Systems approach one-sided
- Repetition
- Rolls too dry and large
- Sore rears!



## Faculty New to Lake Land

Section I - No.: 30 - Responding: 20 - % of Response: 67

Item	Much Value		Some Value		Little Value	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1	7	35	12	60	1	5
2	11	55	8	40	1	5
3	7	35	9	45	4	20
4	7	35	12	60	1	5
5	3	15	10	50	7	35
6	13	65	5	25	2	10
7	2	10	14	70	4	25
8	13	65	7	35	0	0
9	6	30	11	55	3	15
Totals	69	33	88	44	23	13

## Section II

- 10 Too long: 18-90% - Too brief: 0-0% - Sufficient Length: 2-10%
- 11 Yes: 17-85% - No: 3-15%
- 12 Yes: 9-45% - No: 11-55%
- 13 Yes: 17-85% - No: 3-15%
- 14 Too Formal: 0-0% - Too Informal: 1-5% - Good Taste: 10-95%

## Section III

Rated	Item	Response <u>Totals</u>	Frequency of Rating			
			<u>1st</u>	<u>2nd</u>	<u>9th</u>	<u>10th</u>
1	Board Dinner	64	5	2	2	1
2	Div. & Dept. Mtgs.	67	5	5	1	0
3	President's Address	70	3	2	1	0
4	Student-Faculty Panel	71	6	4	1	0
5	Admin. Presentation	83	1	1	0	1
6	Informal Discussion	90	3	0	1	0
7	Faculty Presentation	93	3	3	3	0
8	Guest Speakers	99	1	1	2	1
9	Bus Tour	127	0	3	1	7
10	N.C.A. Subcomm.Mtgs.	134	0	0	1	5

## Faculty Returning to Lake Land

Section I - No.: 93 - Responding: 57 - % of Response: 61

Item	Much Value		Some Value		Little Value	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1	7	12	46	81	4	7
2	13	23	36	63	8	14
3	22	38	26	46	9	16
4	19	33	30	53	8	14
5	14	24	25	44	18	32
6	28	50	22	38	7	12
7	9	16	29	51	19	33

8 & 9 Pertains to New Faculty

Totals	112	28	214	54	73	13
--------	-----	----	-----	----	----	----

## Section II

- 10 Too long: 47-83% - Too brief: 0-0% - Sufficient length: 10-17%
- 11 Yes: 41-72% No: 16-28%
- 12 Yes: 27-47% No: 30-53%
- 13 Yes: 31-54% No: 26-46%
- 14 Too Formal: 17-30% - Too Informal: 0-0% - Good Taste: 40-70%

## Section III

<u>Rated</u>	<u>Item</u>	<u>Response Totals</u>	<u>Frequency of Ratings</u>			
			<u>1st</u>	<u>2nd</u>	<u>9th</u>	<u>10th</u>
1	Div. & Dept. Mtgs.	147	12	12	6	4
2	Faculty Present.	135	8	8	8	5
3	Guest Speakers	194	11	4	7	8
4	Informal Discussion	207	6	6	5	11
5	President's Address	210	3	5	5	5
6	N. C. A. Subcomm. Mtgs.	212	6	8	8	11
7	Admin. Presentations	213	2	6	12	4

3 Items were considered New Faculty responses.

Lake Land College  
Faculty Orientation Program  
Evaluative Data Request

In order to further the Lake Land College philosophy of continued improvement through evaluation, we ask your assistance in assessing the events of the past week's Faculty Orientation Program. Please respond in the "frank" manner that enhances meaningful data reporting. Self-identity is not desired. Return to the Vice President's Office.

I. Respond to the questions eliciting evaluation by number indicated as:  
1 - Much Value, 2 - Some Value, 3- Little Value

1. The overall Orientation Program was of \_\_\_\_\_.
2. The administrative presentations on various aspects of the College were of \_\_\_\_\_.
3. The address of Dr. Walter Hunter on "Humanizing Education Through Systems Design" was of \_\_\_\_\_.
4. The faculty presentations on innovative programs were of \_\_\_\_\_.
5. The consultive services of Dr. Richard Whitmore on the "North Central Association" were of \_\_\_\_\_.
6. The Departmental meetings were of \_\_\_\_\_.
7. The informal discussion with Dr. Hunter was of \_\_\_\_\_.
8. The Faculty-Student Panel Discussion for new faculty members was of \_\_\_\_\_.
9. The bus tour of the facilities was of \_\_\_\_\_.

II. Respond in the manner indicated.

10. Orientation was, in general: too long\_\_\_\_\_, too brief\_\_\_\_\_, or sufficient length \_\_\_\_\_.
11. Do you feel the ideas and materials presented were beneficial to you?  
Yes \_\_\_\_\_ No \_\_\_\_\_.
12. Did Orientation present a balanced picture of the strengths and weaknesses of Lake Land College? Yes \_\_\_\_\_ No \_\_\_\_\_.
13. Was there ample opportunity to become acquainted with other faculty members and officials of the College? Yes \_\_\_\_\_ No \_\_\_\_\_.
14. Do you feel the overall approach to "Faculty Orientation Week" was:  
too formal \_\_\_\_\_, too informal \_\_\_\_\_, or in good taste \_\_\_\_\_.

III. Rate the following events in descending order, from 1 thru 10, of significance to you. (Example \_ No. 1 most significant & etc.)

15. \_\_\_\_\_ Administrative presentation
- \_\_\_\_\_ Faculty presentation
- \_\_\_\_\_ Featured guest speakers
- \_\_\_\_\_ Bus tour
- \_\_\_\_\_ Student-Faculty Panel Discussion
- \_\_\_\_\_ Board Dinner for New Faculty Members
- \_\_\_\_\_ President's Address
- \_\_\_\_\_ Division and Department Meetings
- \_\_\_\_\_ NCA Subcommittee meetings
- \_\_\_\_\_ Informal Discussions

IV. Briefly list or describe:

16. What nature of presentations would you desire to hear, but were not included in the Orientation Program?
17. Negative reactions resulting from the Orientation Program.
18. Suggestions for future programs.

I am responding as a \_\_\_\_\_ new faculty member  
\_\_\_\_\_ returning faculty member  
\_\_\_\_\_ other - list \_\_\_\_\_



LAKE LAND COLLEGE  
Faculty-Administration Meeting  
March 24, 1971

Dale Roberts called the meeting to order in Room 114 of the North Classroom Building at 8:30 A.M.

Mr. Helton thanked those helping during the move to the new campus. He made several announcements in regard to housekeeping items, etc. Pentel pens should be used on the overheads (felt tip pens should not be used), shelves for books will be placed in the restrooms, pencil sharpeners will be available at the secretary desks, and requisitions for storeroom supplies will be processed on a daily basis. These should be submitted on the proper form and not by phone. The business office will be ready to issue keys as soon as some of the locks have been changed. Mr. Helton announced that his secretary, Mrs. June Guinee, will take care of scheduling meetings for the various rooms. Please check with Mrs. Guinee for available rooms before scheduling meetings. Mr. Helton announced that an auction sale of desks, files, shelving, typewriters, etc. will be held on Saturday, April 3 at 1:00 P.M. at the former library building on Prairie Avenue.

Mr. Woris reported that it was recommended by the parking committee that no reserved areas be designated except for the President and a few reserved spaces for college visitors. No objections were voiced.

In reporting on the enrollment estimates for 1971-72, Mr. Ivan Lach stated that enrollment projections are guesses based upon percentages and retention ratios. The basic enrollment projection being used is computed in the fall of the year, based upon the number of expected high school graduates of in district high schools and the number of freshmen who will continue. Mr. Lach stated that the projected enrollment for 1971 is 1,965 (FTE Day) which is approximately a ten percent increase over last fall in comparison to 1,806 in the fall of 1970. Five hundred twenty applications had been received for the fall of 1971 at the end of February which is 36% ahead of last year.

Mr. Neil Admire reported that in November about fifteen former graduates formed an organizational committee for the purpose of forming a Lake Land College Alumni Association. They have developed a recommended constitution and presented it to the Board of Trustees. They have formulated plans and will form officially as an Alumni Association on March 25 with election of officers, etc. The fee will be \$2, \$4, and \$5 for one, two and three year memberships and a \$25 charge for life membership. The objective of the Alumni Association as stated in the by-laws is: "It shall be the object of this Association to promote the general welfare of the College as an educational agency and to encourage and stimulate interest of students, former students and others in the College in order to promote more effectively the programs and progress of the College and its related organizations. The objects of this Association shall be exclusively educational and charitable. The Association shall also promote good fellowship among its members, to enhance the community of interests that binds them together, to foster loyalty to our Alma Mater."

Mr. Judge thanked the Faculty Advisory Committee for meeting with him giving ideas, suggestions, etc. Mr. Judge expressed concern that the T.V. & A. panels are not operable and are needed. Sight dividers could be used in the commons area so students could have small groups meetings to help in the development of good leadership.

Mr. Judge reported that the tree planting project is growing rapidly; and that it has not been necessary as yet to set up any type of shuttle bus service for transportation of students to the new campus. No date has been set for open house. People are welcome to visit but no public announcement will be made until the date for the open house has been set. Mr. Judge announced that a guest register has been set up at the Southeast door of the South Building and each college visitor will be given a copy of "Square Facts About Round Buildings."

Grading system, accountability, learning for mastery technique, and weekend college are the four major changes that have been decided upon.

It was announced that questions regarding heating, etc. are to be directed to Bob Strohl.

The March meeting adjourned at 9:35 A.M.



Lake Land College  
Faculty Information Form

Column  
For Office  
Use Only

Please complete the following information sheet in detail. The numbers should be ignored as they are code numbers for data processing. All information is considered confidential.

1. Employee number (assigned by Business Office)

2. Social Security Number

3. Name last first middle

4. Age - Birthdate:

5. Marital Status and Sex (check one)

Single Female 1 Married Female 2 Widow 3  
Divorced Female 4 Single Male 5 Married Male 6  
Widower 7 Divorced Male 8

6. Under Graduate School (list by name)

7. Under Graduate Major (list)

8. Under Graduate Minor(s) (list)

9. Under Graduate Degree (check one)

BA 1 BS 2 BS Ed. 3 AA 4 AS 5 AAS 6 AGS 7  
No degree 8 Other (list) 9

10. Graduate School (list)

11. Graduate Major (list)

12. Graduate Minor(s) (list)

13. Graduate Degree (check one)

MA 1 MS 2 M Ed. 3 Ed.S. 4 Ed.D. 5 Ph.D. 6  
Other (list) 7

14. Hours beyond highest degree

15. Teaching and Work Experience

Administrative

1 Elementary \_\_\_\_\_ years  
2 Secondary \_\_\_\_\_ years  
3 Unit District \_\_\_\_\_ years  
4 College \_\_\_\_\_ years

Counseling

5 Elementary \_\_\_\_\_ years  
6 Secondary \_\_\_\_\_ years  
7 College \_\_\_\_\_ years

Teaching

8 Elementary \_\_\_\_\_ years  
9 Secondary \_\_\_\_\_ years  
10 College \_\_\_\_\_ years

Business or Industry

11 Work Experience \_\_\_\_\_ years

16. Position Prior to Lake Land (check one)

Elementary 1 Junior High 2 High School 3  
Junior College 4 College 5 Business or Industry 6  
Other 7 (list) \_\_\_\_\_

17. Program Assignment at Lake Land (check one)

Administration 1 Transfer 2 Occupational 3  
Adult Education 4 Work Experience 5 Other 6

- \_\_\_\_\_ 18. Division Assignment at Lake Land-Primary responsibility.  
(check one)  
Administration 1 Instructor 2 Student Services 3  
Learning Resource Center 4 Departmental Research 5  
Organized Research 6 Public Service 7  
Other 8 (list) \_\_\_\_\_
- \_\_\_\_\_ 19. Employment Status (check one)  
Full time 1 Part time 2 Part time (extension) 3  
Other 4 (list) \_\_\_\_\_
- \_\_\_\_\_ 20. Major Teaching Field at Lake Land (Department)  
(list) \_\_\_\_\_
- \_\_\_\_\_ 21. Employee Status - List month and year of first employment  
at Lake Land \_\_\_\_\_  
(month) (year)
- \_\_\_\_\_ 22. Teaching load present quarter - Include overloads and  
evening classes \_\_\_\_\_ (qtr.hrs.)
- \_\_\_\_\_ 23. Summer Quarter Teaching - Last Summer: Yes      No
- \_\_\_\_\_ 24. Salary Schedule Position - Step on Schedule \_\_\_\_\_  
(Column (check one))  
BA 1 BA 15 2 M 3 M 15 4 M 30 5 M 45 6  
Dr. 7 No degree 8 Other 9
- \_\_\_\_\_ 25. Annual Salary (list) \_\_\_\_\_  
Months employed (check one)  
12 mo. 1 11 mo. 2 10 mo. 3 9 mo. 4 Part time 5

SPACE ANALYSIS

The following information is derived by Mr. Neil Admire from a report submitted by Lake Land College for the Health, Education, and Welfare Department.

Lake Land College is presently leasing or renting 17 buildings for instructional and administrative purposes. A total of 66 classrooms serve student instruction, while 60 offices are available for faculty and administrative personnel. The composite area of all facilities is 106,146 square feet, with 87,618 square feet of this total functional for classroom and office utilization. Categorically, the figures show 30,880 square feet in classrooms, 20,034 square feet for class laboratories, 10,119 square feet for offices, 4,081 square feet for library study, 20,400 square feet for special use or gymnasiums, 1,222 square feet for general use, and 882 square feet for supportive facilities. The total area allocated for instructional purposes, including faculty offices, is 77, 297 square feet. The most spacious building is the Armory with 21,583 square feet gross area and 20,254 square feet for functional use. The smallest, discounting the single room in the Presbyterian Church, is the Student Services Building with a total of 1,079 gross square feet and 911 net square feet of space.

An interesting contrast may be made with the new campus facilities containing 89,209 gross and 67,268 net square feet in Phase I, 90,272 gross and 72, 234 net square feet in Phase II, and 106,009 gross square feet in Phase III, for a total of approximately 285,500 gross and 215,000 net square feet.

Robert Webb

LAKE LAND COLLEGE  
Group Identity Card  
Tabulation

Student Classification	Groups						Total
	Amer. Ind.	Amer. Negro	Oriental Amer.	Spanish Sur.	All Other	Inc.	
1 yr.- part time	2	1	2	0	39	8	52
1 yr.- full time	38	7	85	5	626	157	918
Total-1st year	40	8	87	5	665	165	970
1 yr.-part-time	3	0	0	0	18	6	27
1 yr.-full-time	16	8	42	3	400	97	566
Total-2nd year	19	8	42	3	418	103	593
Grand Totals	59	16	129	8	1083	268	1563

Group Identity Card

(College Compliance with U.S. Dept. of Health, Education & Welfare-Civil Rights Act)

Completing this card is optional

Please place check in  
square next to appropriate  
group you represent

- ☐ American Indian  
☐ American Negro  
☐ Oriental American  
☐ Spanish Surnamed American  
☐ All other

- (check one)  
☐ First Year Student  
☐ Second Year Student

- (check one)  
☐ Full time student  
 (12 or more quarter hours)  
☐ Part time student  
 (less than 12 quarter hours)

NEW Card #7  
8/70 2000



## LAKE LAND COLLEGE

INFORMATION OFFICE  
C. J. Dintelman, Coordinator

Route 4S, South  
Mattoon, Illinois 61938  
Phone: 235-3131

TO: News Media  
FROM: Lake Land College  
SUBJECT: Hospitality Workshop Completed  
at Shelbyville

DATE: May 12, 1971

Thirty-four certificates were presented Monday evening, May 10, at the Shelbyville High School to Shelbyville residents who successfully completed a three week hospitality workshop.

The workshop was sponsored jointly by Lake Land College of Mattoon and the city of Shelbyville. Shelbyville Mayor James Finks was awarded an honorary certificate in recognition of his efforts in promoting the workshop.

The Shelbyville area is expecting thousands of visitors to the recreational areas around the new Lake Shelbyville, and the purpose of the workshop was to enable business people and others to help visitors secure maximum benefits from their visit to the area.

The final session, at which certificates were awarded by Lake Land Administrative Intern, Neil Admire, was highlighted by a panel discussion of personal relations in dealing with visitors. The panel consisted of members of Lake Land's faculty Richard Neyens, Charles Womack, and Tom Webb. Gene Shanks, Region Seven Director of Tourism for Illinois, conducted all sessions of the workshop. Robert Webb, Vice President of Lake Land, was coordinator of the workshop program and was assisted by Neil Admire.

## BIBLIOGRAPHY

- Abrams, Peter, et al., Basic Data Processing. 2nd ed. San Francisco: Rinehart Press, 1971.
- Davies, Daniel R. . The Internship in Educational Administration, New York, The Center for Applied Research in Education Inc., 1967.
- Ferreira, Joseph L., "The Administrative Internship and Role Changes: A Study of the Relationships Between Interaction and Attitudes," Educational Administration Quarterly, 6:77-90, Winter, 1970.
- Glenny, Lyman A.. Address: "Illinois Higher Education: Progress and Opportunity." Annual Meeting of Illinois Association of Community and Junior Colleges, October, 1968.
- "Glenny Moves to New Educational Battlefield," Decatur Herald and Review, December 8, 1968.
- Harrington, Michael. The Other American. New York: The MacMillan Co., 1962.
- Hencley, Stephen P., ed. The Internship in Administrative Preparation, Washington, D.C., University Council for Educational Administration, Columbus, Ohio and The Committee for the Advancement of School Administration, 1963.
- Illinois Board of Higher Education. A Master Plan for Higher Education in Illinois. Springfield, Illinois: July, 1964.
- Johnson, B. Lomar. Address: "Innovation and Experimentation in the Community College". William Rainey Harper College, September, 1967.
- Johnson, B. Lomar, ed. . Systems Approach to Curriculum and Instruction in the Open Door College. Occasional Report No. 9. Los Angeles: Junior College Leadership Program, School of Education, University of California, 1967.
- Johnson, B. Lomar. Islands of Innovation Expanding: Changes in the Community College. Beverly Hills, California: Glencoe Press, 1969.
- Kedsker, Leland L. . Address: "The Comprehensive Community College—Its Mission and Program". William Rainey Harper College, September, 1967.
- Mydral, G. Challenge to Affluence, New York: Random House, 1962.
- Prince, Richard. "School Organization and Administration", Illinois Schools Journal, 47:272-273. Winter, 1967.